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ABSTRACT

The rationale, strategies, and methods of The Mercy College Self-Study Project are considered, and evaluation instruments are provided. This program of institutional evaluation and planning was initiated in 1980 and consists of: standardized surveys, a 10-year longitudinal (panel) study, and academic department self-studies. Questionnaires designed by the National Center for Higher Education Management Systems (NCHEMS) and the College Board are for the most part administered annually to determine student/alumni characteristics, goals, and accomplishments. Also administered are the Educational Testing Service's Institutional Functioning Inventory and the Institutional Goals Inventory. NCHEMS questionnaires for the entering student and recent alumni are included, along with the first interview schedule for the 10-year longitudinal Study. Departmental strategic planning guidelines are presented as well as information on self-studies conducted by four departments: nursing; history and political science; English and humanities; and criminal justice. Additional materials include: departmental cover letters and self-evaluation questions, a student course evaluation questionnaire, and a teaching observation report. Planning materials by Sidney S. Micek are also included: "Departmental Strategic Planning Guidelines" and "Taking Charge of Change in Academic Departments through the Use of Strategic Planning." (SW)

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DESIGN AND IMPLEMENTATION OF A MULTI-STRATEGY, COLLEGEWIDE PROGRAM OF EVALUATION AND PLANNING: THE MERCY COLLEGE SELF-STUDY PROJECT

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Acknowledgements

This paper on the design and early implementation phase of The Mercy College Self-Study Project was prepared for presentation at the Evaluation Research Society/The Evaluation Network, San Francisco, California, October 13, 1984.

A section on the Criminal Justice Department's Self-Study has been added. Criminal Justice, Nursing, History and Political Science, and English Literature and Humanities were the original four academic departments which participated in the study.

In addition a revised (1985) version of the Teaching Observation Report has been included.

I would like to thank Peter Ewell of the National Center for Higher Education Management Systems for permission to use material from Information on Student Outcomes: How to Get It and How to Use It and the Entering Student and Recent Alumni Questionnaires, Sidney S. Micek of Syracuse University for permission to use "Departmental Strategic Planning Guidelines" and "Taking Charge of Change in Academic Departments Through the Use of Strategic Planning," and Peter G. Slater of Mercy College for permission to use "Student Evaluation Questionnaire" and "Teaching Observation Report."

I am grateful to my colleagues at Mercy College for their support and encouragement of this project.

Mary C. Kraetzer
Dobbs Ferry, New York

August 30, 1985

Introduction

Project Overview

As part of its effort to ensure quality education, Mercy College under the leadership of the Educational Policy Committee, the Dean of Faculty, the Office of Planning and Research, and the Institutional Evaluation Committee launched and is maintaining a large scale, multi-strategy program of institutional evaluation and planning: The Mercy College Self-Study Project. This paper describes the rationale as well as the strategies and instruments that are being used. Many of them can be tailored for application by other institutions.

Rationale

What kind of college is Mercy College? As Mercy College begins its 23rd year it is a leader in the Westchester County, New York region in making educational programs available to a student body diverse in socio-economic background, age, ethnicity, and equally varied in its preparation for and expectations about college. In the

last decade and a half, Mercy College has undergone tremendous change-from a Catholic women's college under the sponsorship of the Sisters of Mercy with approximately 1,000 students at a single campus to a non-sectarian co-ed college with over 9,000 students, and multiple campuses. Much of this growth occurred over a seven year period and is linked to the development of branch facilities at diverse geographical locations and to an open admissions policy. Clearly, after such growth a period of self reflection and consolidation was in order. Having just gone through a successful Middle States Accreditation visit, the faculty recommended that the process of evaluation and study done in preparation for the visit be continued. The faculty voted to establish an Institutional Evaluation Committee as a standing committee of the College. In addition, by 1980 the College had come under considerable scrutiny from nearby colleges as well as from the Middle States Association and the State Education Department. The concerns of the larger academic community strengthened the determination to develop a process by which the college could assess how well it was meeting the needs of its students.

Thus in 1980 the college undertook a large scale project to determine what students had gained from their experience at Mercy. A key figure in the initial stages was Herbert (Herb) Kells. A core group at the college had become familiar with and attracted to his concept of an

ongoing self-study for the college. For those versed in modern management techniques the Kells idea is not a new approach, but rather part of the ongoing management process. However, for colleges an ongoing self-study or any systematic self evaluation is somewhat unusual. Although some experienced observers have claimed that a self evaluating organization is a contradiction in terms, the participants in the Mercy College Self-Study have come to believe that such a process is both workable and valuable.

The Institutional Evaluation Committee was asked to function as a steering committee for this project while the Office of Institutional Research would have the main responsibility for administration of the standardized surveys. The project is composed of three main areas: standardized surveys, ten year longitudinal panel study, and academic department self studies. This paper will provide an overview of each of these components and will then describe the self-study process in four of the academic departments.

Standardized Surveys

Presently, questionnaires designed by the National Center for Higher Education Management Systems/College Board are administered and analyzed by the Director of Institutional Research, Darryl Bullock. These questionnaires, which are administered on an annual and in some cases on a

periodic basis, provide an invaluable overall approach to evaluating the college's operation and to securing a demographic profile on students/alumni, data on student/alumni goals and accomplishments. The Recent Alumni, Entering Students, Continuing Student, Former (Non-Returning) Student, and Long Term Alumni instruments were used. Copies of the Entering Student and Recent Alumni instruments are included in Appendix 1 - The NCHEMS instruments also provide for the addition of local items. The Current Student and the Former Student Instruments have sections of questions which enable students to comment on particular departments and various services of the college. At present, review of the continued use of the NCHEMS versus other possible instruments for this phase of the project is underway. Peter Ewell in his book Information on Student Outcomes: How to Get It and How to Use It provides a short, highly readable analysis and an explicit comparison of various alternative data gathering instruments. (See Appendix 2, Ewell, 1983 p. 40-41, 70-71). In addition, the Institutional Functioning Inventory and the Institutional Goals Inventory (Educational Testing Service) are administered periodically.

Ten Year Longitudinal (Panel) Study (Lives in Process)

The Ten Year Longitudinal (Panel) Study, headed by Anne Rice, Assistant Dean for Academic Advising, provides an in-depth look at what the experience of being a student at

Mercy College has meant. Interviews which are conducted by a group of 18 volunteer faculty and administrators provide the students with an opportunity to express, in their own words, the role that Mercy College plays in helping them meet their personal goals. (A copy of the first interview schedule is included as Appendix 3). This study, which is complementary to the methodology of the standardized surveys, provides insights as to what the students mean when they select a particular answer to a question on a survey. The interviews have given the Mercy Community a clear understanding of the student's expectations about college. In addition, these interviews indicate how the students form their impressions of their college experience.

The Academic Department Self-Studies

Each year a few academic departments enter the Self-Study process. The goal is to implement a five year cycle so that each department would undertake a self-study once every five years. The departments (in the self-study year) are asked to spend some time during the year assessing the department as an organizational unit within the college, and to study how well the students are faring in the program(s) under its jurisdiction. To assist the departments in doing this the services of a consultant are offered to the departments (Sidney Micek, from Syracuse University and formerly NCHEMS, who specializes in higher education evalua-

tion and planning has been associated with the project since 1979). The consultant works with the department and conducts an all day planning "retreat" with each department to prepare for the self-study. He addresses both the general guidelines and the particular aspects of the individual department. The model for this process is described in "Departmental Strategic Planning Guidelines" and is included as Appendix 4. The aim of this process is to strengthen the key professional units of the college--the academic departments--and to integrate their planning and budgeting processes with the collegewide process.

The departments may, also, add specific questions designed by the department to its current students as well as to alumni on the collegewide survey instruments. Examples of department specific questions and sample cover letters are provided as Appendix 5. Also departments are asked to review student learning outcomes from "core" courses for which they are responsible.

Criminal Justice Department Self-Study

During 1982, the Institutional Evaluation Committee decided to embark on another phase of its work by beginning an academic department outcomes assessment project. Central to this phase was the Committee's desire to enhance faculty interest in and commitment to using student outcomes

information. The Committee felt that to achieve this end it would be important that faculty understand the "pay-off" of having this information and that they have a sense of "ownership" of it. With this in mind, the decision was made to work intensively with just four of the College's academic departments in the first year and then expand the effort to the other units. One of the initial four departments selected was the Criminal Justice Department (the other departments were Nursing, History and Political Science, and English).

During 1982 and 1983, Criminal Justice faculty had worked closely with the College's Office of Institutional Research to improve its own capacity for obtaining and using information about the effects of the program on its students. To achieve this end, the following tasks were undertaken:

1. The identification of the "student-outcomes-related questions" that need to be answered for enhancing departmental planning and evaluation.

2. The development of "tailored" procedures for obtaining this information. This task has primarily involved developing sets of questionnaire items that are being added to the various collegewide student-outcomes questionnaires described above.

3. The collection of information from Criminal Justice students and graduates using the "tailored" questionnaire items that were added to the collegewide questionnaires.

Uses of the Data and Future Directions

Securing information from students who have completed the Criminal Justice program at Mercy College is especially useful for a number of reasons. For example, faculty are interested in learning about the effects of the curriculum and opportunities to enhance their decisions regarding changes in course content, program development, and services to students. Students involved with or interested in Criminal Justice as a major field of study need this information as they engage in decisions about a career. Clearly outcomes study data is useful student recruitment literature and for general marketing purposes, as well as for evaluating the performance of faculty. Practitioners in the field are interested in such information for hiring new personnel and the continuing professional development of staff. Finally, the public, especially their respresentatives (i.e., legislators and other government officials) are interested in knowing about the quality of Criminal Justice education and its graduates.

The Criminal Justice program at Mercy College believes that securing student outcomes information can make a major

contribution toward the establishment of high standards of excellence in the evolving Criminal Justice discipline, as well as in other programs in higher education institutions. Although the faculty are pleased with students' opinions of the program, essentially complimentary, particularly as it relates to strengths in faculty and curriculum, the faculty are considering seriously their suggestions for improvement. Furthermore, the faculty recognize that while a survey of this sort, a first step taken in department outcomes - assessment, is capable of measuring some program goals, it is only one indicator of program effectiveness and outcomes.

During the 1983-84 academic year, the Department further added to its means of self-study by engaging in a day-long planning session facilitated by Sidney Micek, consultant, and coordinated by John Sullivan, department chairman.

Full-time faculty present at the session were asked to identify department/program priorities, strengths and weaknesses, opportunities, and constraints. About a week later, Micek provided a written summary of proceedings. This document contained implications for both short and long-range planning strategies.

Since effective planning requires setting goals and assessing goal achievement according to specific strategies,

the Department utilizes several methods to gather information by which goal achievement can be measured:

1. Course and instructor evaluations are made through questionnaires administered to students by the department.

2. Periodic classroom observations are made by the chairperson or his representative.

3. A regular review and refinement of course objectives for each course is made.

4. Graduates who distinguished themselves by being inducted into Alpha Phi Sigma, the National Criminal Justice Honor Society, are "tracked" by providing information about themselves which is printed in an ever-expanding "Professional Directory," up-dated yearly.

5. Regular meetings and consultations of faculty with each other and the chairman.

6. Submission of copies of course exams to chairman.

7. Informal feedback from students, particularly during academic advisement.

Assuming that organizations and groups demonstrate a characteristic common to the individual, that is, one operates most effectively from the base of strengths, the faculty of the Department of Nursing refined its formal planning process in January, 1984 by first identifying its perceived strengths. From that identification of strengths, the faculty then identified its areas of need (or weaknesses). Calling on the analytical strength of the faculty, the group moved from the listing of strengths and weaknesses to the assignment of priorities to both the "departmental concerns" and "future directions." The highest ranking concerns were:

1. Costs in times of consolidation

2. Graduate development

3. College policy re: advanced standing to R.N.'s and non-nursing degrees

The future directions were stated in terms of goals and strategies to achieve these goals re:

1. Program Directions

2. Faculty and Staff Improvement

3. Management Improvement

4. Space and Equipment Improvement

5. Department/Program Promotion

Each area was explored in an all day workshop initially. Some 30 operational goals were identified in the above areas. The task of the faculty for the '84-'85 year is to restate the goals at a yearly operational level and to identify strategies to achieve them. Evaluation of the goal achievement will be simply a matter of stating the measurement(s) utilized to assess goal achievement according to specified strategies. Did the strategy produce desired outcomes? Does it need repetition or refinement or change?

To plan effectively requires the evaluation of goal achievement. The Department of Nursing utilized several methods to gather data on which goal achievement can be measured:

1. Reviewing and refining course objectives for each Nursing course. This is based on the previous semester's analysis of course evaluation data from students, self (faculty) and agency personnel and provides a data base for course development and implementation.

2. Paper and pencil tests and term paper/project assignments are blue-printed to measure cognitive and affective variables in the course objectives. Lab/Clinical evaluation tools are developed from the Lab/Clinical objectives, thus creating a data base for student evaluation.

3. Course and instructor evaluations are done for each course each semester. The Research Committee of the Department revised a single tool to separate course evaluations from instructor evaluations. That data provides for helpful evaluation of faculty and courses.

4. Graduates and employers of graduates are asked to evaluate the effectiveness of the program via an evaluation tool based on the terminal objectives of the program. It is administered at 1 and 5 year intervals after completion of the program. The Research Committee of the Department has analyzed data for the first seven classes. The Department considers those findings as indicators of program effectiveness.

5. Another form of self-study is conducted via Faculty-Peer Evaluations. Faculty feedback to date is that the tool is helpful, but too long; thus a revision has been recommended for 1984-85.

6. The former and present Chairpersons of the Department, have completed two studies which the Department will use also for self evaluation. Using the Jackson Personality Research Instrument, prior to and post program with R.N.'s, they gathered personality variable data and completed research: "Evaluating Change Toward Professional Characteristics." To measure the persistence of change, the instruments were administered to our graduates again 2 years after the post-graduation testing. That research, "Persistence of Personality Changes Associated with Baccalaureate Education" was completed in January, 1984. The evaluation data from these two research projects were analyzed for their implications for program effectiveness in resocializing the R.N. from a technical to a full professional practitioner.

History and Political Science Department Self-Study

The History and Political Science Department of Mercy College consists of ten full-time faculty and fifty adjunct faculty (about thirty of the latter group will actually be employed during a given term). Up to 1982, self-study in this department was achieved in two ways. One was informal: give-and-take discussion among faculty members during departmental meetings and other get-togethers where conversation readily turned to academic goals, plans, hopes, and dreams, as well as successes and failures. The formal method was the evaluation of instruction through question-

naires administered to students by the department (Appendix 6) and periodic classroom observations by the Chairperson or his representative. The subjectivity of classroom observations was reduced by the use of a four page form (applicable to virtually any discipline) which standardized the points to be observed while taking into account the uniqueness of each teacher and teaching session (Appendix 6).

During 1982 and 1983, History and Political Science explored another self-study method by serving as one of the pilot units in an academic outcomes project. Its experience in that endeavor is described in depth below. As for subsequent developments, during the past academic year, 1983-84, the Department further added to its means of self-study by devoting its semi-annual faculty seminars--which previously had been confined to scholarly questions--to the pedagogical problems of core courses and courses that are cross-referenced between History and Political Science.

Over a year and a half period beginning in the Spring of 1982, two outcome self-studies were designed, implemented, and analyzed by History and Political Science. One surveyed students who were current History majors and the other surveyed recent alumni who had majored in History.

The project began in June, 1982, with a lengthy conference between Peter Slater, Chairperson of History and Political Science, and Sidney Micek of Syracuse University, a consultant. They decided to involve all full-time members of the Department in the design of the outcomes questionnaires. (The relatively small size of the full-time sector of the Department--ten faculty--made this plan feasible.) The consultant met with the Department early in Fall Semester, 1982, and orchestrated the development of specific questions, of both objective and subjective types. During the next several months, draft versions of the instruments were revised several times, with input coming from Departmental members, the Mercy College Planning Office, and the consultant.

Both questionnaires were distributed by mailing them to home addresses. Although some consideration was given to having the Continuing Student Questionnaire filled out in class, which would ensure a high rate of return, this proved to be unworkable as the Department's majors are scattered among a main campus, a branch campus, and four extension centers. To encourage cooperation with the project, the Chairperson wrote a cover letter to the continuing students, and a somewhat different one to the alumni, explaining the questionnaire's purpose and urging that recipients complete it.

Rates of return were high. If a few undeliverable questionnaires are eliminated, the continuing student response rate was 35.6% and the recent alumni response rate was 47.4%. Nevertheless, there were too few recent alumni questionnaires, nine to be exact, to provide much in the way of coherence. Responses to many questions were scattered (after all, each individual alone represented over 10% of the responses to any question) and overall patterns were hard to discern. Clearly, the initial group to be sampled, which consisted of twenty-one people, was simply too small. The Continuing Student Questionnaire, for which there were twenty-one returns from an original base of sixty-three, had significantly less fragmentation.

Of the two studies, the Continuing Student Questionnaire was considerable more valuable in that the responses went further in offering a telling critique of the History program and making suggestions for improvement. The difference was only due in part to the greater number participating. It must also be attributed to the fact that these are continuing students who are far closer to the program than (even) alumni who are only a year from school. If this closeness sometimes precluded their having the detachment and larger perspective that some alumni showed, it did give an immediacy to their concerns which moved them to write both more extensively and more sharply.

Both questionnaires showed that the Department's greatest strength is in the quality of its instruction with approximately 75% of the alumni and 50% of the continuing students saying they were very much satisfied with it. Sharp dissatisfaction was registered by no one among the alumni and by approximately 10% among the continuing students (one of the several instances of their more critical stance.) Answers to the subjective questions in this area were also mainly positive. As one respondent put it, "I've been taught how to think." On the negative side, students who were not at the main campus complained about limited course availability at their locations. A few students expressed a desire for a clear cut sequence of courses as they proceeded through the major. None of these things, positive or negative, were previously unknown to the Department, but the study helped give them greater clarity and by voicing student concern added impetus to the Department's efforts to improve its programs.

Despite the definite benefits of the outcomes project, a note of reservation is in order. After all has been said, the issue remains whether the project can properly be called "outcome studies." What the questionnaires measured were primarily student satisfactions and dissatisfactions about the curriculum, faculty, advising, etc. In no sense, did the project measure whether there had been real gains in knowledge and skills. Respondents asserted that they had,

or had not, made such gains, but such claims require corroborating evidence from some relatively objective standard like a test. Even then, the results would not indicate the department's role in outcomes unless it was known where individuals had started from two, three or four years earlier, which means entry tests into the major. And yet, if the formidable logistical barriers could be surmounted and such tests administered, they would still not necessarily show the contribution made by the department and the college as distinct from the general maturation process for younger students, and such variables affecting all students as travel experience, extra-curricular reading habits, and so on. What the project did provide were devices for current students and recent graduates to assess their academic major, which is good for both their morale and for departmental awareness of the strengths and weaknesses of its program.

The English Department Self-Study

In the academic year 1983-84, the English Department of Mercy College, along with four other departments, conducted a self-study. Given the nature of teaching in the humanities, measurement of what English Departments do has been considered difficult, if not impossible. For instance, how does one measure such an intrinsic fact as esthetic aware-

ness? Nevertheless, the study was surprisingly successful for the reasons outlined below.

Mercy is fortunate in having an extremely professional, competency-based writing program in place. The writing program is large and comprehensive: 100 instructors; 8,000 student course registrations. All instructors follow a general syllabus for each course with course outlines (assignments, etc.) given to each student. All instructors receive a handbook, a personal interview, and are reviewed regularly in classroom observation.

Each student who enters the composition program is tested by the College Skills Department. The test consists of two parts: a composition written in response to a question such as: "Describe a good teacher" and a test measuring the student's knowledge of sentence structure from the Education Testing Service in Princeton.

On the basis of this test, the student (this excludes transfer students) is placed in any one of the five levels:

ENG 005 Sentence competency*

ENG 006 Paragraph competency*

*Remedial courses which are non-credit bearing.

ENG 110 Some idea of the structure of an essay

ENG 111 Strong idea of an essay

ENG 112 Complete competency in writing an essay

Eighty percent of the students entering Mercy College test into ENG 110. Since ENG 111 and ENG 112 are required courses, in effect most students take ENG 110, ENG 111, and ENG 112 before graduating.

In each course the student is tested for competency and graded in a holistic group-grading process. The readers, experienced writing teachers, are trained in this scoring procedure and are frequently checked to insure that consensus is maintained and that judgements are consistent and reliable. An important part of this training is the establishment of criteria for the evaluation of essays. The Composition Committee has published a booklet setting forth these mutual criteria with examples of students' writing to exemplify passing and failing performances. The compilation and publication of this booklet was a direct result of the self-study.

Overall, the sequence of courses reflects increasing levels of complexity and control of structure, purpose, development, and language. Hence a tightly structured and

focused essay with a command of language is the goal, but errors in syntax, grammar and mechanics are also weighed. It is always a combination of factors that produces a reader's reaction. The department trains teachers to evaluate the essay as a whole rather than on the basis of any single conspicuous strength or weakness.

Failure to pass the general examination and the evaluation of the group means the student must repeat the course. There is an appeals process. Teachers may appeal under the following conditions. At the group-grading session they may appeal those students who have a "B" or better average by submitting a piece of in-class writing to the appeals board.

Essentially the exit examination tests the following:

ENG 005 - The student must write a fully-developed paragraph.

ENG 006 - The student must write a coherent three-paragraph essay.

ENG 110 - The student must write a four to five paragraph essay with a fair amount of coherence as well as grammatical skill. A lapse into narrative will constitute a failure.

ENG 111 - The student must demonstrate a coherent idea of the essay with clear thinking and error-free writing, as well as some perception of matters of diction and tone.

ENG 112 - There is no exit examination for this course, but the student must write a fairly comprehensive research paper with a working knowledge of footnotes and bibliography.

To sum up, each course has a pre-test and a post-test. In the first week of each course, teachers assign a diagnostic essay. If a student is egregiously misplaced, he is moved to the appropriate level. Thus the student proceeds step by step through the system.

These composition courses reflect the knowledge of many of the English faculty gained from the massive writing endeavor in the open admissions phenomenon of the City University of New York in the 1970's. Mina Shaughnessy's Errors and Expectations is well known, as many faculty actually experienced the problems she outlines in that book.

Since the student proceeds step by step through the system, and since every examination is kept on file for five years, the supply of raw data was plentiful. What was not so clear and requires further study is how to measure the

data. For the purposes of this pilot program the rate of failure was compared from level to level. Since the rate of failure decreased from 30% at one level to approximately 11% at the next level, it was assumed that students were gaining in writing competency. However, this initial self-study will be enlarged to a further and perhaps more extensive analysis of the data. It is an ongoing endeavor of the English Department.

The second part of the self-study examined the premise, almost an assumption, that English majors are by definition more literate. Alumni were asked this very question and to submit a sample of any writing they had done in the past few years. The results were gratifying: submissions included a master's thesis on Saul Bellow as well as a memorandum from a hospital administrator effecting major policy. In short, English majors write--wherever they are and with great proficiency. A concomitant factor of this endeavor was the re-establishment of friendly contact with alumni.

The third part of the study involved administering a standard test both to alumni and to continuing students with a set of questions appertaining particularly to English majors: "What is the most recent book you've read?" "What newspapers do you read?" The alumni response was poor and not quantifiable; however, the response from the continuing students was extremely edifying. For instance, the depart-

ment had instituted a new methods course required for all majors: Poetics: How to Read a Text. The students' response indicated that this was the most valuable course they had had as majors.

Equally gratifying was the students' response to the faculty: teachers were unanimously praised and for the right reasons--the tough ones received the highest accolades. As a whole, the department was also praised for the quality and strength of its offerings and for its careful advisement.

English Departments, then, can examine what they are doing. However, even as this study took place, a crisis in the major was not addressed and perhaps remains for future predictions and analyses. Although the outside world cries for what is in short supply and high demand, literacy, students at Mercy College (most first generation at college) tend to major in pre-professional fields, business, computer science, etc. In some sense, the department has met this crisis by urging double majors, Computer Science and English, for instance. Those excellent students who manage to Double Major are extremely successful in the job market. The problem remains that in a school of 10,000 students, the number of English majors has declined from 200 in 1980 to 125 in 1983 and is steadily declining. This nationwide

trend represents a crisis for the humanities. Perhaps our next self-study might address the past as prologue for the future.

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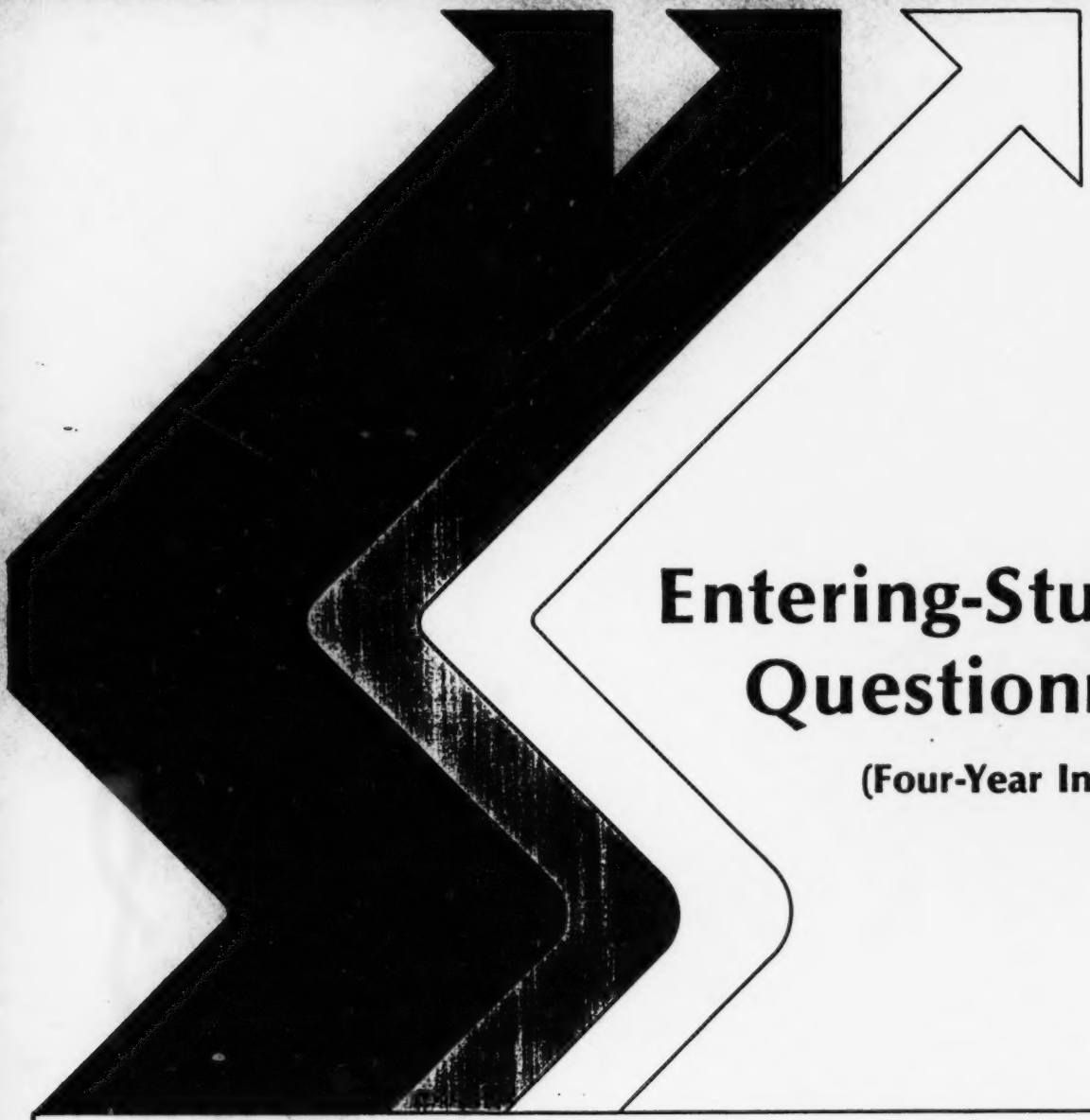
Appendix 1

National Center for Higher Education Management Systems/The College Board Entering Student Questionnaire, Recent-Alumni Questionnaire



Entering-Student Questionnaire

(Four-Year Institutions)

PERSONAL IDENTIFICATION SECTION

Do not complete this section unless you are asked to do so. *Please print.*

LAST NAME _____ (1-12)

FIRST NAME _____ (13-20)

MIDDLE INITIAL _____ (21)

ANY OTHER NAME WHICH MAY APPEAR ON YOUR SCHOOL OR COLLEGE RECORDS _____

STUDENT IDENTIFICATION NUMBER _____ (22-30)

TELEPHONE NUMBER ___ ___ - _____

PERMANENT MAILING ADDRESS NUMBER AND STREET _____ (31-55)

CITY _____ (56-70)

STATE _____ (71-72)

ZIP CODE _____ (73-77)

National Center for Higher Education Management Systems
The College Board

Student-Outcomes Information Services

STANDARD QUESTIONS SECTION

INSTRUCTIONS:

Specific directions are given for completing many of the questions in this questionnaire. Where no directions are given, please circle the number or letter of the most appropriate response, such as in the sample question below.

Sample:

4. Are you currently married?
   0 Yes
   (1) No

If you are not currently married, you would circle the number 1.

1. What is your sex?

78
- 0 Female
- 1 Male

2. How do you describe yourself? *Circle one.*

79
- 0 American Indian or Alaskan Native
- 1 Asian, Pacific Islander, or Filipino
- 2 Black or Afro-American
- 3 Hispanic, Chicano, or Spanish-speaking American
- 4 White or Caucasian
- 5 Other _____

3. How old are you?

80
- 0 Under 18
- 1 18 to 22 years
- 2 23 to 25 years
- 3 26 to 30 years
- 4 31 to 40 years
- 5 41 to 50 years
- 6 51 to 60 years
- 7 61 years or more

4. Are you currently married?

81
- 0 Yes
- 1 No

5. Do you feel that you have a permanent handicap? *Circle* **all** *that apply.*

82 0 No
83 1 Yes, restricted mobility
84 2 Yes, restricted hearing
85 3 Yes, restricted vision
86 4 Yes, but I prefer not to record it on this form
87 5 Other _____

6. a. Have you previously enrolled in any postsecondary educational institution? *If you have enrolled in more than one, please circle the most recent.*

88
- 0 No, I have not been previously enrolled
- 1 Yes, at this institution
- 2 Yes, at a public two-year college
- 3 Yes, at a public four-year college or university
- 4 Yes, at a private college or university
- 5 Yes, at a vocational/technical school, hospital school of nursing, trade school, or business school
- 6 Other _____

b. If you have attended another college, please write in the name of the one you most recently attended.

_____

7. The following statements reflect the goals of many college students. *Please circle the letters of* **all** *those goals that are important to you.*

Academic Goals

89 A To increase my knowledge and understanding in an academic field
90 B To obtain a certificate or degree
91 C To complete courses necessary to transfer to another educational institution
92 D Other _____

Career-Preparation Goals

93 E To discover my career interests
94 F To formulate long-term career plans and/or goals
95 G To prepare for a new career
96 H Other _____

Job- or Career-Improvement Goals

97 I To improve my knowledge, technical skills, and/or competencies required for my job or career
98 J To increase my chances for a raise and/or promotion
99 K Other _____

Social- and Cultural-Participation Goals

100 L To become actively involved in student life and campus activities
101 M To increase my participation in cultural and social events
102 N To meet people
103 O Other _____

Personal-Development and Enrichment Goals

104 P To increase my self-confidence
105 Q To improve my leadership skills
106 R To improve my ability to get along with others
107 S To learn skills that will enrich my daily life or make me a more complete person
108 T To develop my ability to be independent, self-reliant, and adaptable
109 U Other _____

8. From the list of goals in question 7, please select the three that are most important to you and enter their codes below. For example, if your most important goal is "To obtain a certificate or degree," enter the letter B in the first box.

Most Important ☐ (110) Second Most Important ☐ (111) Third Most Important ☐ (112)

9. What degree are you **currently** working toward at our college, **and** what is the highest degree you **ultimately** plan to earn? *Circle a number in each column.*

	Current	Ultimate	
113 / 114	0	0	Not seeking a certificate or degree
	1	1	Certificate
	2	2	Associate degree
	3	3	Bachelor's degree
	4	4	Master's degree
	5	5	Specialist degree (e.g., Ed.S.)
	6	6	Professional degree (e.g., medicine, law, theology)
	7	7	Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

10. a. Please write in your intended major or area of study at our college.

_____

b. Now look at **List A: Majors and Areas of Study** and enter in the boxes below the code number of the category in which your major or area of study falls.

☐☐☐☐ (115-118)

11. What is your intended enrollment status?

119
- 0 Primarily for credit — full-time (12 or more hours each term enrolled)
- 1 Primarily for credit — part-time (less than 12 hours each term enrolled)
- 2 Primarily **not** for credit

12. What will your primary employment or occupation status be during your first term at our college? *Circle the most appropriate response.*

120
- 0 Employed more than half time
- 1 Employed half time or less
- 2 Homemaker, not employed outside of the home
- 3 Not employed but would like to work
- 4 Not employed and do not care to work while attending college

13. The decision to attend a particular college is usually influenced by a variety of factors. *Please circle* **all** *of the factors that influenced your choice to attend our college.*

- 121 A Academic reputation of our college
- 122 B Course offerings
- 123 C Former student's advice
- 124 D Teacher's or friend's advice
- 125 E Counselor's advice
- 126 F Employer's suggestion
- 127 G Will help me retain my current employment
- 128 H Costs
- 129 I Availability of financial aid
- 130 J Institution's social reputation
- 131 K Close to home
- 132 L Wanted a change in scenery or location
- 133 M Range and availability of student services
- 134 N I can identify with fellow students
- 135 O Inconvenient to go elsewhere
- 136 P Other _____

14. How did you learn about our college? *Please circle* **all** *items that apply.*

- 137 0 From people at my high school
- 138 1 From relatives, friends, or acquaintances
- 139 2 From a representative of this college
- 140 3 From a college placement service or some other education-information service
- 141 4 From a college catalog
- 142 5 From material I received in the mail
- 143 6 From material I read in a newspaper or magazine
- 144 7 From a radio or TV advertisement
- 145 8 From an information display at an education fair, shopping center, county fair, or similar location
- 146 9 Other _____

15. a. Was our college your first choice?

147
- 0 Yes
- 1 No

b. If no, what kind of college was your first choice?

148
- 0 A public two-year college
- 1 A public four-year college or university
- 2 A private college or university
- 3 A vocational/technical school, hospital school of nursing, trade school, or business school
- 4 Other _____

What was the name of the college that was your first choice?

_____

16. Do you plan to apply for financial aid at our college?

149
- 0 Yes, I have already applied
- 1 Yes, I plan to apply
- 2 No, I do not think I will ever apply

17. When would you most prefer to take your classes?
Circle one.

150
- 0 Weekday mornings
- 1 Weekday afternoons
- 2 Weekday evenings
- 3 Anytime during the week
- 4 Anytime during the weekend
- 5 No preference

18. Do you plan to enroll at our college next term?

151
- 0 Yes
- 1 No, I will complete my program this term
- 2 No, but I plan to return at some future date
- 3 No, I plan to transfer to another college
- 4 No, I have no plans for additional education at this time
- 5 I do not yet know my plans for next term

ADDITIONAL QUESTIONS SECTION

Additional questions may have been added to this printed form by your college. If you have been asked to answer additional questions, please use the boxes below to record your responses.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
152	153	154	155	156	157	158	159	160	161	162	163	164	165	166

Please use the space below for any comments you have about our college, this questionnaire, or anything else you care to share with us.

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10M:279:LP:Rob:2BA306

decision to attend a particular college is usually
uenced by a variety of factors. *Please circle* **all** *of the*
ors that influenced your choice to attend our college.

- Academic reputation of our college
- Course offerings
- Former student's advice
- Teacher's or friend's advice
- Counselor's advice
- Employer's suggestion
- Will help me retain my current employment
- Costs
- Availability of financial aid
- Institution's social reputation
- Close to home
- Wanted a change in scenery or location
- Range and availability of student services
- I can identify with fellow students
- Inconvenient to go elsewhere
- Other _____

v did you learn about our college? *Please circle* **all**
is that apply.

- From people at my high school
- From relatives, friends, or acquaintances
- From a representative of this college
- From a college placement service or some other education-information service
- From a college catalog
- From material I received in the mail
- From material I read in a newspaper or magazine
- From a radio or TV advertisement
- From an information display at an education fair, shopping center, county fair, or similar location
- Other _____

Vas our college your first choice?

- Yes
- No

f no, what kind of college was your first choice?

- A public two-year college
- A public four-year college or university
- A private college or university
- A vocational/technical school, hospital school of nursing, trade school, or business school
- Other _____

Vhat was the name of the college that was your
irst choice?

_____

you plan to apply for financial aid at our college?

- Yes, I have already applied
- Yes, I plan to apply
- No, I do not think I will ever apply

LIST A: MAJORS AND AREAS OF STUDY

Programs usually requiring four or more years of study

0100	Agriculture and Natural Resources
0200	Architecture and Environmental Design
0300	Area Studies (includes Asian Studies, Black Studies, etc.)
0400	Biological and Life Sciences
0500	Business and Management
0600	Communications
0700	Computer and Information Sciences
0800	Education
0900	Engineering
1000	Fine and Applied Arts (includes Art, Dance, Drama, Music, etc.)
1100	Foreign Languages
1200	Health Professions
1300	Home Economics (includes Clothing and Textiles, Institutional Housekeeping, and Food Service Management, etc.)
1400	Law
1500	Letters (includes Creative Writing, Literature, Philosophy, Speech, etc.)
1600	Library Science
1700	Mathematics
1800	Military Sciences
1900	Physical Sciences (includes Chemistry, Physics, Earth Sciences, etc.)
2000	Psychology
2100	Public Affairs and Social Services
2200	Social Sciences (includes Anthropology, Economics, History, Political Science, Sociology, etc.)
2300	Theology and Religion
4900	Interdisciplinary Studies
6000	Other
7000	Undecided but probably program of four or more years

Programs usually requiring less than four years of study

5000	Business and Commerce Technologies (includes Accounting, Banking, Commercial Art, Hotel and Restaurant Management, etc.)
5005	Secretarial Technologies (includes Office Supervising and Management, Stenographic and Typing Technology, etc.)
5006	Personal Service Technologies (includes Stewardess Training, Cosmetologist, etc.)
5100	Data Processing Technologies (includes Computer Programming, Keypunching, etc.)
5200	Health Services and Paramedical Technologies (includes Dental and Medical Assistant Technology, LPN, Occupational and Physical Therapy Technology, etc.)
5300	Mechanical and Engineering Technologies (includes Aeronautical and Automotive Technology, Welding, Electronics, Architectural Drafting, etc.)
5317	Construction and Building Technologies (includes Carpentry, Plumbing, Sheet Metal, Heating, etc.)
5400	Natural Science Technologies (includes Agriculture Technology, Environmental Health Technology, Forestry and Wildlife Technology, etc.)
5404	Food Services Technologies (includes Food Service Supervising, Institutional Food Preparation, etc.)
5500	Public Service Technologies (includes Law Enforcement Technology, Teacher Aide Training, Fire Control Technology, Public Administration Technology, etc.)
5506	Recreation and Social Work Related Technologies
8000	Other
9000	Undecided but probably less than four year program

Recent-Alumni Questionnaire

PERSONAL IDENTIFICATION SECTION

Do not complete this section unless you are asked to do so. *Please print.*

LAST NAME ☐☐☐☐☐☐☐☐☐☐☐☐ 1-12

FIRST NAME ☐☐☐☐☐☐☐☐ 13-20

MIDDLE INITIAL ☐ 21

ANY OTHER NAME WHICH MAY APPEAR ON YOUR SCHOOL OR COLLEGE RECORDS _____

STUDENT IDENTIFICATION NUMBER ☐☐☐☐☐☐☐☐☐☐ 22-30

TELEPHONE NUMBER _____ - _____

PERMANENT MAILING ADDRESS NUMBER AND STREET ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 31-55

CITY ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 56-70

STATE ☐☐ 71-72

ZIP CODE ☐☐☐☐☐ 73-77

National Center for Higher Education Management Systems
The College Board

STANDARD QUESTIONS SECTION

INSTRUCTIONS:

Specific directions are given for completing many of the questions in this questionnaire. Where no directions are given, please circle the number or letter of the most appropriate response, such as in the sample question below.

Sample:

4. Are you currently married?
   0 Yes
   (1) No

If you are not currently married, you would circle the number 1.

1. What is your sex?
   78 — 0 Female
   1 Male

2. How do you describe yourself? *Circle one.*
   79 — 0 American Indian or Alaskan Native
   1 Asian, Pacific Islander, or Filipino
   2 Black or Afro-American
   3 Hispanic, Chicano, or Spanish-speaking American
   4 White or Caucasian
   5 Other _____

3. How old are you?
   80 — 0 Under 18
   1 18 to 22 years
   2 23 to 25 years
   3 26 to 30 years
   4 31 to 40 years
   5 41 to 50 years
   6 51 to 60 years
   7 61 years or more

4. Are you currently married?
   81 — 0 Yes
   1 No

5. Do you feel that you have a permanent handicap? *Circle* all *that apply.*
   82 0 No
   83 1 Yes, restricted mobility
   84 2 Yes, restricted hearing
   85 3 Yes, restricted vision
   86 4 Yes, but I prefer not to record it on this form
   87 5 Other _____

6. How long did you attend our college?
   88 — 0 One term
   1 One year
   2 Two years
   3 Three years
   4 Four years
   5 Five years
   6 Six years
   7 More than six years

7. The following statements reflect the goals of many college students. *In the first column, please circle the letters of those goals that were important to you when you attended our college. In the second column, circle the letters of those goals you feel you are achieving or have achieved as a result of your experiences at our college.*

These goals were important to me when I attended this college		These goals I am achieving or have achieved		
				Academic Goals
89	A	90	A	To increase my knowledge and understanding in an academic field
91	B	92	B	To obtain a certificate or degree
93	C	94	C	To complete courses necessary to transfer to another educational institution
95	D	96	D	Other _____
				Career-Preparation Goals
97	E	98	E	To discover career interests
99	F	100	F	To formulate long-term career plans and/or goals
101	G	102	G	To prepare for a new career
103	H	104	H	Other _____
				Job- or Career-Improvement Goals
105	I	106	I	To improve my knowledge, technical skills, and/or competencies for my job or career
107	J	108	J	To increase my chances for a raise and/or promotion
109	K	110	K	Other _____
				Social- and Cultural-Participation Goals
111	L	112	L	To become actively involved in student life and campus activities
113	M	114	M	To increase my participation in cultural and social events
115	N	116	N	To meet people
117	O	118	O	Other _____
				Personal-Development and Enrichment Goals
119	P	120	P	To increase my self-confidence
121	Q	122	Q	To improve my leadership skills
123	R	124	R	To improve my ability to get along with others
125	S	126	S	To learn skills that will enrich my daily life or make me a more complete person
127	T	128	T	To develop my ability to be independent, self-reliant, and adaptable
129	U	130	U	Other _____

8. From the list of goals in question 7, please select the three that were most important to you when you attended this college and enter their codes below. For example, if your most important goal was "To obtain a certificate or degree," enter the letter B in the first box.

Most Important ☐ (131) Second Most Important ☐ (132) Third Most Important ☐ (133)

9. What was the most recent certificate or degree you received from our college?

134
- 0 Certificate
- 1 Associate degree
- 2 Bachelor's degree
- 3 Master's degree
- 4 Specialist degree (e.g., Ed.S.)
- 5 Professional degree (e.g., medicine, law, theology)
- 6 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

10. a. Please write in the major or area of study associated with the certificate or degree referred to in question 9.

_____

b. Now look at **List A: Majors and Areas of Study** and enter in the boxes below the code number of the category in which your major or area of study falls.

☐☐☐☐

135-138

11. If you plan to continue your education, what is the highest degree you **ultimately** plan to earn?

139
- 0 Certificate
- 1 Associate degree
- 2 Bachelor's degree
- 3 Master's degree
- 4 Specialist degree (e.g., Ed.S.)
- 5 Professional degree (e.g., medicine, law, theology)
- 6 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

12. Have you taken any licensing or certification examination related to your major or area of study at our college?

140
- 0 Yes, I have taken and passed an exam
- 1 Yes, I have taken an exam but do not yet know the results
- 2 Yes, I have taken an exam but did not pass
- 3 No, I have not taken any exams, but plan to do so
- 4 No, and I do not plan to take any

13. Since completing your program at our college, have you enrolled at another college?

141
- 0 Yes
- 1 No → *If No, skip to question 19.*

14. a. What kind of college did you first attend after you completed your program at our college?

142
- 0 A public two-year college
- 1 A public four-year college
- 2 A private college or university
- 3 A vocational/technical school, hospital school of nursing, trade school, or business school
- 4 Other _____

b. Please write in the name of that college.

_____

15. What certificate or degree were you seeking at the college referred to in question 14?

143
- 0 Certificate
- 1 Associate degree
- 2 Bachelor's degree
- 3 Master's degree
- 4 Specialist degree (e.g., Ed.S.)
- 5 Professional degree (e.g., medicine, law, theology)
- 6 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

16. a. Please write in your intended major or area of study at the college referred to in question 14.

_____

b. Now look again at **List A: Majors and Areas of Study** and enter in the boxes below the code number of the category in which your intended major or area of study at the college referred to in question 14 falls.

☐☐☐☐

144-147

17. How well did our college prepare you for your additional college work?

148
- 0 Excellent preparation
- 1 Good preparation
- 2 Adequate preparation
- 3 Inadequate preparation
- 4 Does not apply

18. Did you transfer any credits from our college toward your additional college work?

149
- 0 Yes
- 1 No, I did not try to transfer any credits
- 2 No, I tried but they were not accepted

19. Are you currently employed?

150
- 0 Yes, I have a full-time job outside of the home
- 1 Yes, I have a part-time job outside of the home
- 2 No, I am not currently employed outside of the home → *If No, skip to question 26.*

20. a. Describe your current job (e.g., accountant, engineer, salesperson, teacher).

_____

b. Now look at **List B: Occupational Titles** and enter in the boxes below the code number of the category in which your current job falls.

☐☐

151-152

21. After completing your program at our college, how long did you look for work before obtaining your first job?

153
- 0 Had a job which continued after I completed my program
- 1 Obtained a job just prior to graduation
- 2 Less than two months after graduation
- 3 Two to three months after graduation
- 4 Four to eight months after graduation
- 5 More than eight months after graduation

22. How did you find your first job?

154
- 0 College placement office or professor
- 1 Professional periodicals or organizations
- 2 Civil Service application
- 3 Employment agency
- 4 Newspaper advertisement
- 5 Direct application to employer
- 6 Friends or relatives
- 7 Other _____

23. What is/was your annual salary or wage in your first job?

155
- 0 Less than $3,000 per year
- 1 $3,000 to $5,999 per year
- 2 $6,000 to $8,999 per year
- 3 $9,000 to $11,999 per year
- 4 $12,000 to $14,999 per year
- 5 $15,000 to $17,999 per year
- 6 $18,000 to $20,999 per year
- 7 $21,000 to $23,999 per year
- 8 $24,000 or more per year

24. How well did our college prepare you for your first job?

156
- 0 Excellent preparation
- 1 Good preparation
- 2 Adequate preparation
- 3 Inadequate preparation
- 4 Not applicable to first job

25. To what extent is/was your first job related to your major or area of study at our college?

157
- 0 Directly related
- 1 Somewhat related
- 2 Not related

26. If you currently are not employed or are not working in a job related to your major or area of study at our college, which of the following applies?

158
- 0 I never looked for work related to my major or area of study
- 1 I looked for work related to my major or area of study but could not find any

27. Whether you are currently employed or not, would you be willing to move to another community to work in a job related to your major or area of study at our college?

159
- 0 Yes
- 1 No

ADDITIONAL QUESTIONS SECTION

Additional questions may have been added to this printed form by your college. If you have been asked to answer additional questions, please use the boxes below to record your responses.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
160	161	162	163	164	165	166	167	168	169	170	171	172	173	174

Please use the space below for any comments you have about our college, this questionnaire, or anything else you care to share with us.

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Appendix 2

Peter Ewell Information on Student Outcomes -- Comparison of Data Gathering Instruments

TABLE 7

Some Features of Currently Available Student-Outcomes Assessment Instruments/Services

The NCHEMS/College Board Student-Outcomes Information Service (SOIS)

- —Designed to assess student attitudes, perceptions of growth, and subsequent educational and employment experience at different points of a student's college career. Includes evaluations of specific college services.
- —Contains six questionnaires in two-year and four-year versions:
  - External-student questionnaire
  - Continuing-student questionnaire
  - Former-student questionnaire
  - Program-completer questionnaire
  - Recent-alumni questionnaire
  - Long-term alumni questionnaire
- —A computer data-analysis service is available.
- —Comparative data from others using the service are available by type of institution.
- —Additional local questions may be added to standardized questionnaires.

The ACT Evaluation Survey Service (ESS)

- —Designed to assess student attitudes, perceptions of growth, and subsequent educational and occupational experiences at different points of a student's college career.
- —Includes three survey questionnaires:
  - The student opinion survey
  - The withdrawal/nonreturning student survey
  - The alumni survey
- —A computer data-analysis service is available.
- —Comparative data from others using the service are available by type of institution.
- —Additional local questions may be added to standardized questionnaires.

TABLE 7 (continued)

The TEX-IS Follow-Up System

- --Designed explicitly for community and two-year colleges.
- —Designed primarily to assess occupational, employment, and continuing-education outcomes.
- --Includes seven postcard-sized questionnaire instruments:
  - Student's educational intent
  - Withdrawal follow-up
  - Nonreturning-student follow-up
  - Graduate follow-up
  - Employer follow-up
  - Adult and continuing-education follow-up
  - State follow-up reporting
- —Designed explicitly to maximize mailed survey response.

The Cooperative Institutional Research Program (CIRP) Student Information Form

- --Designed for use in "value-added" research.
- --Contains a wide variety of student goals and general attitudinal items.
- --Comparative data across years is available.
- --National norms are published by type of institution.

The ACT College Outcomes Measures Project (COMP)

- --Designed to measure and evaluate general knowledge and skills presumed to be outcomes of undergraduate education.
- --Contains three instruments for assessing six areas of general knowledge:
  - Objective test
  - Activity inventory
  - Composite examination
- --Involves student oral and written presentations as well as standardized response formats.

The Pace College Student Experiences Questionnaire (CSEQ)

- —Designed to measure "quality of student effort" in college.
- --Contains fourteen scales/measures on the use of college facilities and opportunities for learning and development.
- --Contains eight scales/measures on student assessment of the college environment.

Source: Peter Ewell Information Student Outcomes: How to Get It and How to Use It. Boulder, Colorado: National Center for Higher Education Management Systems, 1983, p.40-41.

Peter Ewell

Summary of Student-Outcomes Dimensions for Comparative Use

A. Student Knowledge and Skills Development Outcomes

- A-1 Student development concerning *breadth* of knowledge
- A-2 Student development concerning *depth* of knowledge
- A-3 Student success in passing certification and licensing examinations
- A-4 Areas and agents of student change during college

B. Student Educational Career Development Outcomes

- B-1 Highest degree or certificate planned
- B-2 Students enrolled in an organized educational activity for no credits
- B-3 Program completers during a certain time period
- B-4 Program completers who entered as transfer students
- B-5 Degrees and certificates earned by an entering class of students
- B-6 Time to program completion for a *graduating* class
- B-7 Time to program completion for an *entering* class
- B-8 Educational program dropouts
- B-9 Students seeking additional degrees and certificates
- B-10 Students working toward and receiving another degree or certificate
- B-11 Student ability to transfer credits
- B-12 Level of achievement of former students in another institution

C. Student Educational Satisfaction Outcomes

- C-1 Student satisfaction with overall educational experience
- C-2 Student satisfaction with vocational preparation
- C-3 Student satisfaction with knowledge and skills in the humanities
- C-4 Student satisfaction with critical thinking ability
- C-5 Student satisfaction with human relations skills

D. Student Occupational Career Development Outcomes

- D-1 Student success in obtaining *first* job
- D-2 Student success in obtaining *preferred first* job
- D-3 Occupational career choice
- D-4 Job satisfaction
- D-5 First job earnings
- D-6 Annual total income of former students
- D-7 Employment in major field of study
- D-8 Change and stability of career goals

DATA-GATHERING INSTRUMENTS

A Comparison of Six Outcome Instruments on Various Dimensions

	NCHEMS/ College Board SOIS	ACT Evaluation/Survey Service	UCLA CIRP	TEX-SIS	Pace CSE	ACT COMP
A-1						X
A-2				O		O
A-3	X			X		
A-4	X	X	O	X	X	
B-1	X	X	X	X		
B-2					O	
B-3			O		O	
B-4		O	O			
B-5			O			
B-6			O			
B-7			O			
B-8						
B-9	X	X	X		O	
B-10	X	X	X			
B-11				X		
B-12				O		
C-1	X	X	O	X	O	
C-2	X	X	O		O	
C-3	X	O	O		O	
C-4	X	O	O		O	
C-5	X	O	O		O	
D-1	X	X				
D-2	X	O		O		
D-3	X		X	X		
D-4				O		
D-5	X	X		X		
D-6	X			X		
D-7	X	X		X		
D-8	X		O	X		

X = Directly Measured
O = Indirectly Measured

Source: Peter Ewell Information Student Outcomes: How to Get It and How to Use It. Boulder, Colorado: National Center for Higher Education Management Systems, 1983, p. 70-71.

Appendix 3

Ten Year Longitudinal (Panel) Study Interview Schedule
Year One

Panel Study Interview Questions

Student's Name _____

Interviewer _____

Date of Interview _____

Interview #

SECTION: A QUESTIONS ABOUT MERCY COLLEGE:	INTERVIEWERS COMMENTS AND OBSERVATIONS
1. FROM YOUR EXPERIENCE SO FAR AT MERCY WHAT WOULD YOU SAY THE COLLEGE IS LIKE? (SPECIFICS)	
2. WHAT ARE TWO THINGS YOU LIKE BEST ABOUT MERCY? (EXPLAIN)	
3. WHAT ARE TWO THINGS YOU LIKE LEAST ABOUT MERCY? (EXPLAIN)	
4. IF THERE IS ONE THING MERCY SHOULD CHANGE, WHAT WOULD IT BE? (EXPLAIN)	

SECTION: A QUESTIONS ABOUT MERCY:	INTERVIEWERS COMMENTS AND OBSERVATIONS
5. WHAT IS ONE THING MERCY SHOULD NOT CHANGE? (EXPLAIN)	
6. WHAT WERE THE MAJOR REASONS YOU CHOSE TO COME TO MERCY COLLEGE?	
7. SINCE COMING HERE, WHAT WOULD YOU SAY HAS BEEN YOUR MOST MEMORABLE EXPERIENCE?	
8. WHO WOULD YOU SAY ARE THE MOST MEMORABLE PEOPLE YOU HAVE MET AT MERCY? (SPECIFIC)	

SECTION: A QUESTIONS ABOUT MERCY COLLEGE:	INTERVIEWERS COMMENTS AND OBSERVATIONS
9. BESIDES GOING TO YOUR CLASSES, WHAT OTHER THINGS DO YOU DO AT MERCY?	
10. HOW DO YOU THINK MOST PEOPLE YOU KNOW RATE MERCY COLLEGE? ___ AN EXCELLENT COLLEGE ___ AN ABOVE AVERAGE COLLEGE ___ AN AVERAGE COLLEGE ___ A BELOW AVERAGE COLLEGE ___ AN INFERIOR COLLEGE WHY DO YOU THINK THEY RATE MERCY COLLEGE THIS WAY?	

SECTION: B QUESTIONS ABOUT YOUR EDUCATION:	INTERVIEWERS COMMENTS AND OBSERVATIONS
1. WHAT DO YOU MOST WANT TO GET FROM YOUR COLLEGE EDUCATION?	
2. FROM WHAT YOU HAVE EXPERIENCED SO FAR, DO YOU BELIEVE THE EDUCATION YOU ARE RECEIVING HERE AT MERCY IS HELPING YOU ATTAIN THIS/THESE GOAL/GOALS? ☐ YES ☐ NO ☐ DON'T KNOW PLEASE EXPLAIN YOUR ANSWER.	
3. SINCE COMING TO MERCY, WHAT HAVE BEEN YOUR MOST IMPORTANT ACADEMIC SUCCESSES?	

SECTION: B QUESTIONS ABOUT YOUR EDUCATION:	INTERVIEWERS COMMENTS AND OBSERVATIONS
4. WHAT HAVE BEEN YOUR GREATEST ACADEMIC DISAPPOINTMENTS?	
5. WHAT ACADEMIC DIFFICULTIES OR PROBLEMS HAVE YOU EXPERIENCED SO FAR? (EXPLAIN)	
6. HOW WELL PREPARED DO YOU THINK YOU WERE ACADEMICALLY WHEN YOU STARTED HERE AT MERCY? (EXPLAIN)	

SECTION: B QUESTIONS ABOUT YOUR EDUCATION:	INTERVIEWERS COMMENTS AND OBSERVATIONS
7. HAVE YOU CHOSEN YOUR MAJOR YET? ☐ YES ☐ NO IF YES, WHAT IS IT? _____, AND HOW DID YOU COME TO THAT DECISION?	
8. HOW ARE YOU PAYING FOR YOUR COLLEGE EDUCATION? (EXPLAIN)	

SECTION: B QUESTIONS ABOUT YOUR EDUCATION:	INTERVIEWERS COMMENTS AND OBSERVATIONS
9. DO YOU PLAN TO EARN YOUR DEGREE HERE AT MERCY? ☐ YES ☐ NO ☐ NOT SURE IF NO, WHAT ARE YOUR PLANS?	
10. IN YOUR MIND, WHAT IS THE VALUE OF A COLLEGE EDUCATION? (EXPLAIN)	

SECTION: C QUESTIONS ABOUT YOUR JOBS AND CAREERS:	INTERVIEWERS COMMENTS AND OBSERVATIONS
1. DO YOU CURRENTLY HAVE A JOB? ☐ YES ☐ NO IF YES, WHAT IS THE JOB AND IS IT FULL-TIME OR PART-TIME? JOB _____ ☐ PART-TIME ☐ FULL-TIME	
2. WHAT KIND OF JOB WOULD YOU LIKE TO BE IN FIVE YEARS FROM NOW? WHY WOULD YOU LIKE TO BE DOING THIS?	
3. HOW DO YOU SEE YOUR EDUCATION RELATING TO YOUR CURRENT JOB? ☐ DIRECTLY RELATED ☐ SOMEWHAT RELATED ☐ NOT RELATED AT ALL EXPLAIN:	

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SECTION: C QUESTIONS ABOUT YOUR JOBS AND CAREERS	INTERVIEWERS COMMENTS AND OBSERVATIONS
4. HOW DO YOU SEE YOUR EDUCATION RELATING TO YOUR LONG-TERM CAREER GOAL?	

SECTION: D QUESTIONS RELATING TO PERSONAL DEVELOPMENT:	INTERVIEWERS COMMENTS AND OBSERVATIONS
1. WHAT DO YOU DO IN YOUR LEISURE TIME?	
2. SINCE YOU STARTED AT MERCY, HOW HAS YOUR PHYSICAL HEALTH BEEN?	
3. ALSO, HAS THIS BEEN A HAPPY PERIOD OF TIME FOR YOU? ☐ YES ☐ NO EXPLAIN:	

SECTION: D QUESTIONS RELATING TO PERSONAL DEVELOPMENT	INTERVIEWERS COMMENTS AND OBSERVATIONS
4. HOW DO YOU THINK YOU HAVE CHANGED SINCE STARTING AT MERCY?	
5. ARE THERE THINGS YOU WOULD LIKE TO CHANGE ABOUT YOURSELF OVER THE NEXT FIVE YEARS? ☐ YES ☐ NO ☐ NOT SURE IF YES, WHAT ARE THESE THINGS AND WHY DO YOU HOPE TO CHANGE THEM?	
6. HOW DO YOU SEE YOUR COLLEGE EDUCATION IN RELATING TO YOUR PERSONAL DEVELOPMENT?	

SECTION: D QUESTIONS RELATING TO PERSONAL DEVELOPMENT	INTERVIEWERS COMMENTS AND OBSERVATIONS
7. FOR YOU PERSONALLY, WHAT ARE YOUR MAJOR HOPES AND FEARS?	
8. FOR YOUR FAMILY AND FRIENDS, WHAT ARE YOUR MAJOR HOPES AND FEARS?	
9. FOR SOCIETY IN GENERAL, WHAT ARE YOUR MAJOR HOPES AND FEARS?	

SECTION: E LAST TWO QUESTIONS	INTERVIEWERS COMMENTS AND OBSERVATIONS
1. WHAT IS THE MOST IMPORTANT THING IN LIFE TO YOU RIGHT NOW?	
2. IF THERE IS ONE THING MERCY COLLEGE COULD DO FOR YOU RIGHT NOW, WHAT WOULD IT BE?	

Appendix 4

Sidney S. Micek "Departmental Strategic Planning Guidelines"
"Taking Charge of Change in Academic Departments Through the Use of Strategic Planning"

DEPARTMENTAL STRATEGIC PLANNING GUIDELINES

Developed by:

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July 1984
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DEPARTMENTAL STRATEGIC PLANNING GUIDELINES

The following procedures are intended for use by the Department and its program to help develop the broad goals, priorities and directions to be pursued by the Department given the internal and external conditions impacting each unit. Engaging in this activity should provide an understanding of the basic parameters and information needed for specific planning and budgeting decisions.

Step 1. Re-examine the basic goals of the Department and its programs. Please think through these and make any written notes you feel would be helpful to the workshop process.

The purpose of this step is to reassess the basic goals of the Department/Program in terms of its overall purpose, the role it plays within the college, and the scope of its activities. To complete this step, the following activities are suggested:

1. Review the current goal statement of the Department/Program.

2. Each faculty member should:

   a) develop a list of primary goals for the Department.

   b) develop a statement that describes the role of the Department within the College.

   c) develop a list of broad programmatic and administrative thrusts of the Department intended to achieve the Department's goals.

      1) Student Recruitment and Development
      2) Department/Program Directions
      3) Space and Equipment Improvements
      4) Faculty/Staff Development
      5) Management Improvement
      6) Public Relations Improvement

   d) develop a list of the different groups served by the Department.

3. When you come to the workshop, a general discussion will occur for the purpose of reaching consensus on a statement of the Department's goals as they are currently understood.

The worksheet on the next page is designed to facilitate completion of this task.

WORKSHEET

Goals of the Department

A. What, in your mind, are the primary goals/purposes of the Department/ Programs?

1.

2.

3.

4.

5.

6.

B. What, in your mind, is the role of the Department within the College?

C. What, in your mind, are the major programmatic and administrative thrusts of the Department? (Refer to 2, C on previous page)

1.

2.

3.

4.

5.

6.

D. Who, in your mind, are the groups of persons the unit is intended to serve?

1.

2.

3.

4.

Step 2. Determine opportunities/constraints impacting the Department

The purpose of this step is to summarize the major issues/problems impacting the department's past, current, and future performance. In many respects, this step is intended to communicate the internal and external conditions of the department that affect its productivity and goal attainment in either positive or negative ways. Issues might deal with the following factors:

Social expectations
Economic trends
Demographic trends
Governmental environment
Accreditation environment
College goals/Course of action
(Please bring your copy of the College Goals, Objectives and Courses of Action.)
Standards of quality (faculty, facilities, students)
Enrollments
Financial resources

Activities to be followed in completing this step:

1. Each faculty member complete the worksheet on the next pages. You might want to think about these before our workshop.

2. At the workshop, the faculty members will discuss and list opportunities/constraints and reach consensus on which represent current issues facing the department.

WORKSHEET

Opportunities and Constraints

Using your knowledge and judgment, identify for each group listed below an opportunity and/or constraint it imposes on the unit:

	OPPORTUNITY	CONSTRAINT
1. Current Students		
2. Alumni of the Program		
3. Faculty		
4. Other departments in the College (education, psychology business, bilingual)		
5. Adult Education Program Options at the College		
6. Academic/Instructional Support Staff		
7. Summer Sessions		
8. Extension Centers/ Branch Campus		

	OPPORTUNITY	CONSTRAINT
9. President's Office		
10. Provost's Office		
11. Academic Dean Office		
12. Treasurer's Office		
13. Admissions Office		
14. Prisons		
15. State Education Dept.		
16. External Funders (Federal government, foundations)		
17. Being located in Westchester Area		
18. Westchester Business Community		

	OPPORTUNITY	CONSTRAINT
19. Other Institutions with which We Compete		
20. Other Programs with which We Compete		
21. News Media		
22. Regional & Program Accreditation Bodies		
23. Professional Associations		
24. Demographic Trends		
25. Technological Trends		
26. Economic Trends/Conditions		
27. Socio-Cultural Trends		
28. College's Image/Goodwill		

	OPPORTUNITY	CONSTRAINT
29. Other		
30. Other		

Step 3. Assess internal conditions of the Department/Program

This step is intended to help understand the internal condition of the Department as it functions within the College. Specific attention is given to the following areas:

Enrollment
Instructional programs
Faculty
Instructional Resources
Space and equipment
Admissions and counseling
Academic progress of students in Departmental programs
Student Aid
Departmental Budget
Departmental Administration

Prior to the workshop, please individually evaluate each of the areas listed above keeping in mind:

1. What is the current status (of each area)?

2. What are the strategies the Department should pursue over the next 5 years to improve each area?

Step 4. Identify the major strengths and weaknesses of the Department/Program.

The purpose of this step is to identify those attributes that make the Department unique and distinct within the College. More specifically, this section is intended to communicate information about the strengths of the Department in terms of its offerings, faculty/staff, students, performance, and image/good will in the community.

The following activities will be pursued in completing this step:

1. The Chairperson will review the following pieces of information:
   a) previous annual reports.
   b) student data concerning student satisfaction with programs offered, faculty/staff, etc.
   c) individual program self-study reports.
2. Each faculty member should develop a list of the department's strengths and weaknesses with respect to what is offered, quality of faculty, staff, students, past performances, facilities, administrative flexibility, and image/good will. (The worksheet on the next page is intended to facilitate this task.)
3. At the workshop, the faculty will discuss lists developed by the faculty members and reach consensus on the Department's major strengths.

WORKSHEET

Major Strengths and Weaknesses of the Department

A. Department's Instructional Programs

B. Department's Services to the Community

C. Department's Student Services

D. The Quality of Department's Student Body

E. The Quality of Department's Faculty/Staff

F. Department's Image/Good Will

G. Other

Step 5. Formulating strategic plans for the Department/Program

Up to this point, attention has been given to understanding the basic planning parameters for the Department (i.e., understanding the basic mission, role and scope of the Department, internal and external factors that impact the Department, and key assumptions about the future). Given this as background, attention now should be directed to determining the broad goals, directions, and priorities to be pursued by the Department in the long and short run.

To complete this step, each Department should engage in the following activities:

1. Review the goals and major directional thrusts that have been pursued by the department and the present goals, objectives and courses of action proposed by the college.

2. Review the resutls of Steps 1-4 above as well as accreditation self-study reports, and other data useful to planning.

3. Having reviewed this array of information, develop a list of goals and directions/thrusts the department should pursue over the next five years. (worksheet on following page).

4. Once activity 3 is completed, the goals and major directions of the department should be examined and priorities should be set with respect to:

   a) student recruitment and development
   b) program direction
   c) space and equipment improvement
   d) faculty/staff development
   e) management improvement
   f) public relations improvement

The worksheets that follow are intended to facilitate completion of activities 3 and 4.

WORKSHEET

Departmental Goals and Directions

A. Using your knowledge and judgement, list the major goals the Department should pursue over the next five years.

1.

2.

3.

4.

5.

B. Using your knowledge and judgement, list the directions or thrusts the Department should pursue over the next five years.

1.

2.

3.

4.

5.

WORKSHEET

Priorities for the Department/Program

A. Student recruitment and development priorities:

B. Program direction priorities:

C. Space and equipment improvement priorities:

D. Faculty/staff development priorities:

E. Management improvement priorities:

F. Public relations priorities:

TAKING CHARGE OF CHANGE IN ACADEMIC DEPARTMENTS THROUGH THE USE OF STRATEGIC PLANNING

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Introduction

The academic department represents the raison d'etre of organizational units within our colleges and universities. It is the organizational unit in which students receive their instruction and advising. It is the unit students are linked to as majors and, therefore, receive much of their early discipline- and profession-related knowledge and socialization skills. It is the unit graduates of the institution generally most closely relate to since much of their knowledge base and intellectual and professional values were shaped by the faculty and fellow students with whom they associated during their program experience.

The academic department is also the unit that faculty call "home" since it is where they spend the majority of their time working with students and colleagues in scholarly- and program-related pursuits. It is the primary unit the institution relies on to generate new research and development ideas. It is also the unit outside publics (e.g., businesses, government agencies, and social service groups) often contact to gain direct assistance for dealing with various educational, technical, social, economic, and political problems. In essence, the academic department is recognized as the unit that provides most of the intellectual capital for the institution.

While academic departments represent the core organizational unit of our colleges and universities, today they are faced with an array of external and internal issues/problems which potentially threaten their ability to function effectively and to achieve their basic missions. Externally, for example, most, if not all, departments have begun to recongize the increasing

competition for limited resources (i.e., students, facilities, budget, and research monies) both from within and outside the institution. Most are also trying to determine how the information technology explosion will impact the instructional, research, and administrative functioning of the department and what short- and long-range actions should be taken in these regards. Within the institution, many are becoming increasingly concerned about the extent to which the academic dean and other institution-wide administrators value the department and its programs, and how these individuals see the department relating to the central goals and priorities of the institution, especially as dollars and other resources become more limited.

Internal to the department, several reoccurring issues/problems tend to hamper effective functioning and mission accomplishment. First, there often is a lack of the "big picture" on the part of the faculty with respect to understanding the relationship of the department's overall mission, its internal strengths and weaknesses, and its exernal environment. Secondly, the ability to translate this understanding into short- and long-range directions and priorities represents a problem to most. This situation is often due in part to the difficulty faculty sometimes have in reaching consensus on critical issues and priorities. This may be an outgrowth of faculty promotion, tenure, and salary decision criteria which reward individual performance but not the collective performance of the department. It also may be due to the loyalties of faculty to their profession and other external groups, as well as incentives for

pursuing entrepreneurial activities. Finally, as Tucker (1981) and Breen (1984) point out from their study of planning in academic departments, many faculty simply are not all that interested in planning. Often this attitude is compounded by the fact that a long-range planning process has been mandated by the institution's central administration or some other outside body and the process has become viewed by the faculty as "compliance reporting."

In short, academic departments and, in particular, department chairpersons are faced wtih four broad issues. First, how do they go about the task of monitoring and adapting to a complex and rapidly changing environment? Second, what steps can they take to maintain quality and improve productivity in a time of shrinking resources? Third, what procedures can be implemented that will effectively organize and motivate faculty and staff to acquire the so-called "big picture" and engage in a process that will foster creative problem-solving and consensual decision-making with respect to departmental direction and priorities? Finally, what actions can be taken that will affirm a sense of control over the department's destiny.

Departments, in dealing with this situation, must recognize that while they are subunits of a larger system, i.e., the institution, they are dynamic and complex organizations in their own right. That is, each department constitutes "an open social organization described by its relevant environment and inputs; its internal component units, processes, and structures; and its functional outcomes" (Peterson, 1981, p. 26). Given this perspective, an academic department must act like any other organi-

zation by working to understand (1) what it wants to be; (2) what is possible for the department in view of various opportunities and constraints posed by trends, competitors, organized groups outside the institution (e.g., professional associations, the public schools, and local, state, federal government agencies) and individuals and groups within the institution but outside the boundaries of the department (e.g., the dean, central administration, and other departments that compete for limited institutional resources); and, (3) what can and cannot be done given the personality of the department and its internal abilities, i.e., its strengths and weaknesses. To be more specific, every department like every organization must strive to resolve the following series of five basic questions, which have been posed by Hollowood (1979):

All academic departments must resolve:

- What is the basic purpose or thrust of the department? What is the range of opportunities facing the department in the external environment? How do college-wide policies and planning assumptions impact departmental goals, directions, and priorities?
- What is the internal posture of the department? What capability does the department have to serve its external opportunities, public and conditions? How can the department achieve internal harmony in the face of often competing external goals?

- What is the value system of the department? What are its ambitions? Regardless of the external conditions and the internal posture, for what behavior will a department reward or punish its members? What is its personality?
- Considering external conditions, internal conditions, and values, what is the department's statement of mission, role and scope?
- How does a department make its statement of mission, role and scope operational? How does it establish its "working" purposes, priorities and assmuptions?

How might an academic department go about the task of answering these basic questions? Is there a process that might motivate and enhance the faculty's ability to not only understand how the department relates to its external environment, but build consensus on the overall purposes, directions, and priorities the department should pursue? Finally, what might a department do to become more proactive in its planning efforts and take charge of its rapidly changing environment? The purpose of the remainder of this article is to discuss why strategic planning is a process academic departments can adopt to deal with these issues and to describe a five-step procedure that has been used by several institutions to implement strategic planning at the department level.

The Concept of Departmental Strategic Planning

Strategic planning is a process which increasingly is being used by top-level administrators in our nation's collegers and universities to answer the types of basic questions posed above as they related to the institution as a whole. However, it is also a process that can be implemented by academic departments to answer these same basic questions as well. This approach to planning, which has been widely referenced in the recent higher education management literature (for example, see the writings of Cope, 1978; Hollowood, 1981; Peterson, 1980; Kotler and Murphy, 1981; and, most recently, Keller, 1983) is different from other forms of deparmtenal planning (e.g., curriculum planning, facilities planning, long-range planning, and budget planning) in that it is in actuality a decision-making process or way of thinking that encourges the department chair and his/her faculty (1) to consciously and continuously examine the department's external environment; (2) to relate the results of this examintion to the basic mission, values, and internal conditions of the department; and, (3) to decide on the strategies (i.e., the broad goals, directions and priorities) to be pursued in both the short- and long-range future. To paraphrase Keller (1983), who discussed the nature and characteristics of strategic planning from an institution-wide perspective in his highly popular book, Academic Strategy, strategic planning when applied at the academic department level can be distinguished in the following ways:

1. The strategic decision-making of the department and its faculty leaders is active rather than passive about the

department's position in history (its birth, its growth and its will to survive).

2. The department's strategic planning looks outward and is focused on keeping in step with the changing environment.
3. The department's strategic planning is competitive, recognizing that the deprtment is subject to market conditions and to increasingly strong competition.
4. The department's strategic planning efforts concentrate on decisions, not on documented plans, analyses, forecasts and goals.
5. The department's strategic decision-making is a blend of rational and economic analysis, political maneuvering and psychological interplay.
6. Departmental strategic planning concentrates on the fate of the department and its programs above everything else. That is, it places the long-term vitality and excellence of the department first.

In many ways, strategic planning is a decision-making process that all departments, as well as institutions and even individuals, practice whether they know it or not. That is, as they attempt to make decisions about the general strategies to be followed to reach their goals (usually unstated) based on some general ideas about certain events and forces in their external environment and on some understanding of their own abilities, they are actually engaged in strategic planning. The strategic planning process being suggested for departments, however, is a process that calls for a <u>conscious</u> and <u>continuing</u> analysis of

external and internal conditions and the use of this analysis to set deprtmental strategy relative to program direction, faculty and staff development, departmental management improvement, facilities and equipment improvement, public relations, student recruitment, and so on. A further advantage of this process is that it encourages a department to be aggressive in charting its own strategic direction and influencing its external environment. It can be implemented even if there is no institution-wide strategic planning process. If there is such an institution-wide process existing or if the institution requires some form of long-range planning (e.g., a rolling five-year long-range planning and budgeting process), such processes need not dictate how the department should plan. Rather, if the department is engaged in effective strategic planning, it can remain in control of charting its short- and long-term directions and easily reply to institution-wide demands for the department's long-range plans and for justification of budget requests.

A Five-Step Departmental Strategic Planning Process

As an academic department prepares for the actual development of strategy, some framework or procedure is valuable for guiding the individuals involved. Based on the author's research and practical experience in working with a number of departments in several different types of institutions (a two-year community college, a four-year college, and a research university), the following five-step departmental strategic planning process has evolved:

Step 1: Re-examine the basic goals and values of the department and its programs.

The purpose of this step is to have those involved in the strategic planning process reassess the primary goals (both stated and unstated) and values of the department and its programs, the role it plays within the institution, and the scope of its activities. The persons involved also are asked to consider the various groups served by the department and discuss the implications of the needs of these groups for departmental activities.

Step 2: Determine the opportunities, constraints, and trends impacting the department and its programs.

The purpose of this step is to force the participants to look outside the department and examine the various individuals, groups, competitors, trends, and other forces in the external environment impacting its past, current, and future performance. In this step, participants are often asked to consider the following factors in terms of the opportunities and/or constraints they pose for the department:

* Students (current, prospective, and former)
* Institutional administrators (dean, provost, president)
* Other academic departments in the institution
* Other offices in the institution with which the department interacts (student affairs, admissions, financial aid)
* Program competition outside the institution

* Demographic trends
* Enrollment trends
* Financial health of the institution
* Economic trends
* Political and social trends
* Technological advancements
* Accrediting bodies
* Governmental agencies
* Funders
* News media

Step 3: Assess internal condition of the department and its programs.

This step is intended to help understand the internal condition of the department as it functions within the institution. Specific attention is given to the following areas:

* Enrollments
* Instructional programs
* Faculty
* Instructional resources
* Space and equipment
* Admissions and counseling
* Academic progress of program majors
* Student aid
* Departmental budget
* Departmental administration

Generally, it has been found that the development of a set of questions designed to help participants describe and

analyze internal conditions in each of these areas has been a useful technique for getting faculty to examine the department's status. Answering this set of questions requires the collection of both quantitative and qualitative data. A fact worthy of note is that in this step as well as the prior step, approximately 85 to 90 percent of the data needed is qualitative in nature. Also, the "Academic Department Questionnaire," developed by Parekh (1977) in his Long-Range Planning Kit for institutions, is a useful tool that can be adopted for use in this step.

Step 4: Identify the major strengths and weaknesses of the department and its programs.

This step is intended to help the participants determine those attributes that make it distinct and unique within the institution. Given the previous steps and a thorough review of prior annual reports, self-studies, and other departmental evaluations, this step asks the participants to realistically examine the department's strengths and weaknesses with respect to the quality of its programs, faculty, and students, its services to the academic community and other external publics, and its overall image and goodwill.

Step 5: Formulate strategic plans for the department and its programs.

Up to this point, attention has been given to understanding the basic planning parameters for the department, i.e., understanding the basic mission, role and scope of the department, internal and external conditions that influence

the department's functioning, and key assumptions about the future. Given this background, this final step requires attention to be directed to establishing the broad goals, directions and priorities to be pursued by the department in both the long- and short-run. Here the participants are asked to make strategic decisions about the following:

* Program direction
* Student recruitment, admission, and advising
* Space and equipment needs
* Faculty/staff development
* Management improvement
* Public relations

Implementation Consequences

Two objectives of the author in working with the various departments in the different institutions in which a departmental strategic planning process was implemented were to understand those factors that are important for successful implementation of the process and to assess the impact of the process on the departments and faculty involved. With respect to successful implementation, several key factors are noteworthy. First, it is important to begin implementation efforts with those departments that are perceived as the stronger units on campus as well as those departments that are known to have influencial chairs and/or faculty. This decision not only adds credibility to the implementation effort but also generates a significant number of able spokespersons for the effort. A second important factor is to involve as many faculty as is feasible in planning the imple-

mentation process. This helps in communicating the nature of the process and in enhancing ownership of the process and its results. Strong commitment and support by top-level administrators is a third important factor since it provides much saliency to the implementation effort. A fourth key factor is to have someone, who is very knowledgeable about planning and budgeting procedures and who has good group-process skills, facilitate the implementation effort by working closely with each department, in particular the department chairperson. Another important implementation factor is to keep the process flexible. No one, single sequence of activities is best. The key is to keep the ultimate goal in mind -- to reach consensus about strategic decisions to be pursued by the department. Finally, it is important to keep paperwork at a minimum. That is, too many forms or worksheets to be completed can stagnate the implementation effort.

In terms of the consequences of implementing departmental strategic planning at the three institutions, several positive outcomes have been observed. First, faculty come to view the process as very flexible and nonthreatening. Secondly, it allows faculty to get a sense of the "big picture," i.e., an understanding of the relationship of the department to its external environment. Thirdly, it provides an excellent vehicle for enhancing faculty dialogue about critical issues and priorities facing the department in both the short- and long-run. Fourth, it provides an excellent orientation for new faculty about the personality, values, and history of the department and the factors influencing its performance. Finally and maybe most impor-

tantly, it gives faculty a feeling that they really can influence what happens to them and their department and, therefore, a renewed feeling of having more control over their own destiny.

Final Comments

This article has argued that strategic planning is a decision-making process that has utility for academic departments as well as the institution as a whole. It has pointed out that the process will help departments better understand what they want to be, what might be possible, and what can and cannot be done by the department given its strengths and weaknesses. In many ways it suggests that strategic planning is a process that operationalizes what Louis Pondy (1983) has referred to as a "union of rationality and intuition in management thought."

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Appendix 5

Sample Cover Letters and Department Specific Questions:
Department Self-Studies
Department of Criminal Justice, English
and History and Political Science

MERCY COLLEGE
Department of Criminal Justice and Public Safety
555 Broadway, Dobbs Ferry, New York 10522 · (914) 693-4500

MEMORANDUM

TO: Recent Graduates of the Criminal Justice Program

FROM: Dr. John S. Sullivan, Chairman

RE: Attached Questionnaire

DATE: March 15, 1983

We are in the process of building an information base re: the Criminal Justice Major at Mercy College and are asking you, as a recent graduate of the program, to complete the attached questionnaire.

Why is this important? Securing information from students who have completed our program is especially useful for a number of reasons. For example, program faculty are interested in learning about the effects of the program curriculum and associated development opportunities to enhance their decisions regarding program development, course content, and services to students. Students involved or interested in criminal justice as a major field of study need this information as they engage in decisions about a career.

In order to complete this assessment project on schedule, it is necessary you return the completed questionnaire to us by no later than March 28, 1983.

Your assistance and cooperation is both crucial and much appreciated!

If you desire, we will be happy to share results of this effort with you.

DRAFT

ADDITIONAL QUESTIONS

1. In terms of the Criminal Justice program at Mercy, how satisfied are you with the courses offered in the program? *Enter your response in box* _____.

   1 - Very much
   2 - Quite a bit
   3 - Somewhat
   4 - Not at all

2. How satisfied are you with the quality of teaching in the Criminal Justice courses you took at Mercy? *Enter your response in box* _____.

   1 - Very much
   2 - Quite a bit
   3 - Somewhat
   4 - Not at all

3. How useful were the introductory courses in the Criminal Justice program (eg. Intro to CJ System) in preparing you for the more advanced courses you took in the program? *Enter your response in box* _____.

   1 - Very useful
   2 - Somewhat useful
   3 - Not at all

4.(a) Describe <u>one</u> course you would like to see <u>added</u> to the Criminal Justice program curriculum

_____

_____

_____

(b) Why would you like to see it added?

_____

_____

_____

5.(a) What are <u>two things you liked most</u> about the Criminal Justice program at Mercy?

_____

_____

_____

(b) What are the <u>two things you liked least</u> about the Criminal Justice program?

_____

_____

_____

6. How well has your course work in Criminal Justice program prepared you for a career in the Criminal Justice professional area? *Enter your response in box*_____.

1 - Very much
2 - Quite a bit
3 - Somewhat
4 - Not at all

7. In your job, are you in a position to hire graduates from our Criminal Justice program at Mercy? *Enter your response in box*_____.

1 - Yes
2 - No

8. Overall how would you rate the Criminal Justice program at Mercy College? *Enter your response in box*_____.

1 - Excellent
2 - Good
3 - Fair
4 - Poor

9. If you could start over again, would you enroll in the Criminal Justice program at Mercy? *Enter your response in box*_____.

1 - Yes
2 - No
3 - Not Sure

MERCY COLLEGE
DEPARTMENT OF ENGLISH LITERATURE AND HUMANITIES
555 Broadway, Dobbs Ferry, New York 10522 • (914) 693-4500

July 16, 1982

Dear

I send you greetings from the English department and ask you to participate in an interesting project. The Department of English and Humanities has been chosen as one of four departments at Mercy College to conduct an "outcomes" study. More plainly, we are trying to measure how well we have taught you and how you evaluate your years as an English major at Mercy.

One of the suggestions made was that we obtain from graduates some information about how being an English major has affected their careers. Generally, teachers of English believe that majors have a greater fluency in reading and writing and that that is valuable in seeking a career, any career. We need to hear from you whether that is so. Did your reading and writing improve as a result of having been an English major? Did competency in those skills help you get a job?

One other suggestion is that we obtain from our graduates a sample of good writing done after graduation. We would be very interested in seeing any documents from inter-office memoranda to master's theses -- any piece of good, clear writing.

Thank you in advance for any information you may give us; we are most grateful.

On behalf of my colleagues in the Department of English and Humanities, I send you the warmest personal good wishes.

Sincerely yours,

Fay T. Greenwald, Ph.D.
Chairperson, Department
of English and Humanities

May 11, 1983

Dear Mercy College Graduate:

Accompanying this letter you will find a questionnaire that is being sent to all English majors who were graduated from Mercy in 1982. Part of this document applies to all graduates, but a special section pertains only to English majors.

We in the department are curious and concerned about your evaluation of how well the College and the Department served you. Also we are eager to know how we might improve. In answering these questions you have an opportunity to have the last word (so rare for students with loquacious teachers). Thank you in advance for taking time to give us information we need and value. Also, please let me extend an open invitation to visit with us at any time. Some alumnae have returned to campus for the Lambda Iota Tau induction ceremony in the spring and have found it to be a gratifying visit.

Thanks again, and greetings.

Fay T. Greenwald, Ph.D. Chairperson
Department of English and Humanities

FTG/ek
Enclosure

ADDITIONAL QUESTIONS SECTION

Instructions

Please record your answers to the following questions in the appropriate boxes provided in the ADDITIONAL QUESTIONS SECTION of the questionnaire.

28. Mercy College offers courses at a number of different locations. At which one of the following locations were you taking most of your course work? *Enter your response in box 28.*

    1 - Dobbs Ferry

    2 - Yorktown Heights

    3 - White Plains

    4 - Bronx

    5 - Yonkers

    6 - Peekskill

    7 - Other (please specify)_____

29. How far did you live from the campus/center? *Enter your response in box 29.*

    1 - Less than 1 mile

    2 - 1 to 3 miles

    3 - 4 to 6 miles

    4 - 7 to 9 miles

    5 - 10 to 12 miles

    6 - 13 to 15 miles

    7 - 16 to 18 miles

    8 - More than 18 miles

30. Which of the following was true for you? *Enter your response in box 30.*

    1 - Generally, I came to the campus/center directly from where I lived.

    2 - Generally, I came to the campus/center directly from where I worked.

    3 - Other (please specify) _____

31. Since leaving Mercy College, have you engaged in professional/continuing education activities (e.g., attending conferences and workshops, taking job-related courses, etc.)? *Enter your response in box 31.*

1 - Yes

2 - No

If YES, please specify: _____

_____

_____

32. What was your final overall grade point average (GPA) at Mercy College? *Enter your response in box 32.*

1 - 4.00 to 3.01

2 - 3.00 to 2.01

3 - 2.00 to 1.01

4 - 1.00 or less

33. From your experience at Mercy College, what two things would you say Mercy College is doing well as a college and two things it is not doing well.

Doing Well: _____

_____

_____

Not Doing Well: _____

_____

_____

34. (a) Do you believe the courses you took from the English Department during your studies at Mercy College have been helpful to you? *Enter your response in box 34.*

1 - Yes

2 - No

3 - Can't say

(b) Please briefly explain the reason for your response.

_____

_____

_____

35. (a) What was the most memorable course you took from the English Department at Mercy College?

_____

_____

(b) Briefly explain why it was most memorable.

_____

_____

36. In terms of your writing skills what do you consider to be your major strengths and weaknesses?

(a) Major Strengths: _____

_____

_____

(b) Major Weaknesses: _____

_____

_____

37. Of the writing skills you developed at Mercy, which one skill helped you the most?

_____

_____

38. What is the one writing skill you wish you had developed more fully while at Mercy?

_____

_____

39. Many job-related and nonjob-related activities require writing.

(a) Please list the activities you engaged in on the job during the last year writing (for example, the preparation of memos, reports, manuals, proposals, and general correspondence): _____

_____

_____

(b) Please list the activities you engaged in outside the job during the last year that required writing (for example, general correspondence, letters to the editor, short stories, and poetry): _____

_____

_____

40. How do you believe your writing skills compare to others in your type of work? *Enter your response in box 34.*

1 - Far below average

2 - Below average

3 - Average

4 - Above average

5 - Far above average

41. What is the last book you have read?

_____

_____

42. What kinds of reading do you do on a continuing basis (for example, newspapers, magazines, professional journals, fiction, non-fiction)?

_____

_____

43. In terms of your experience with the English program at Mercy, how satisfied were you with the following areas: (Please check your response for each area.)

Area	Can't say	Not at all	Some-what	Quite a bit	Very much	Note: *Enter your response in*
a. Quality of instruction	0	1	2	3	4	... box 35
b. Advising	0	1	2	3	4	... box 36
c. Faculty availability	0	1	2	3	4	... box 37
d. Courses offered	0	1	2	3	4	... box 38
e. Time courses offered	0	1	2	3	4	... box 39

44. Overall how would you rate the English program at Mercy College? *Enter your response in box 41.*

1 - Excellent

2 - Good

3 - Fair

4 - Poor

THANK YOU FOR YOUR HELP!

ADDITIONAL QUESTIONS SECTION

Instructions

Please record your answers to the following questions in the appropriate boxes provided in the ADDITIONAL QUESTIONS SECTION of the questionnaire.

17. Mercy College offers courses at a number of different locations. At which one of the following locations are you taking most of your course work? *Enter your response in box 17.*

1 - Dobbs Ferry

2 - Yorktown Heights

3 - White Plains

4 - Bronx

5 - Yonkers

6 - Peekskill

7 - Other (please specify) _____

18. How far do you live from the campus/center? *Enter your response in box 18.*

1 - Less than 1 mile

2 - 1 to 3 mile

3 - 4 to 6 miles

4 - 7 to 9 miles

5 - 10 to 12 miles

6 - 13 to 15 miles

7 - 16 to 18 miles

8 - More than 18 miles

19. What type of transportation do you usually use to get to the campus/center? *Enter your response in box 19.*

1 - Personal car

2 - Car pool

3 - Bus

4 - Train

5 - Bicycle

6 - Walk

7 - Other (please specify)

20. What type of instruction do you prefer the most? *Enter your response in box 20.*

1 - Lecture by the instructor

2 - Small group discussion

3 - Self-paced instruction in which you go at your own rate

4 - Other (please specify) _____

_____

21. What is your present gross annual income? *Enter your response in box 21.*

1 - Under $7,000

2 - $7,000 to $11,999

3 - $12,000 to $16,999

4 - $17,000 to $21,999

5 - $22,000 to $26,999

6 - $27,000 and over

22. Which of the following "term" lengths are you currently registered for? *Enter your response in box 22.*

1 - Eight-week

2 - Sixteen-week

3 - Both eight and sixteen weeks

23. Have you taken writing courses offered by the English Department at Mercy College? *Enter your response in box 23.*

1 - Yes

2 - No

24. If you answered Yes, to question #23, to what extent are the skills acquired in these writing courses helping you in your other courses at Mercy? *Enter your response in box 24.*

1 - Not at all

2 - Somewhat

3 - Quite a bit

4 - Very much

PLEASE CONTINUE TO NEXT PAGE

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25. (a) Do you believe the courses you took from the English Department during your studies at Mercy College have been helpful to you? *Enter your response in box 2*

1 - Yes

2 - No

3 - Can't say

(b) Please briefly explain the reason for your response.

_____

_____

_____

26. (a) What was the most memorable course you took from the English Department at Mercy College?

_____

_____

(b) Briefly explain why it was most memorable.

_____

_____

27. In terms of your experience with the English program at Mercy, <u>how satisfied</u> are you with the following areas: (Please check your response for each area.)

Area	Can't say	Not at all	Some-what	Quite a bit	Very much	Note: *Enter your response in*
a. Quality of instruction	0	1	2	3	4	... box 27
b. Advising	0	1	2	3	4	... box 28
c. Faculty availability	0	1	2	3	4	... box 29
d. Courses offered	0	1	2	3	4	... box 30
e. Time courses offered	0	1	2	3	4	... box 31

THANK YOU FOR YOUR HELP!

April 11, 1983

Dear Mercy College Graduate:

You will find enclosed a questionnaire that is being sent by the Planning Office to all History majors who graduated in 1982. Part of this questionnaire contains standardized items applicable to Mercy College in general. In addition, there is a supplemental section which pertains to the History program in particular. As Chairperson of the History and Political Science Department, I would very much value having through the means of this questionnaire your frank opinion of how well the College and the Department served you and in what ways we can improve. The opportunity to provide such a review is a rare one. My own alma mater has repeatedly asked for money, starting almost from the day I graduated, but has never given me the chance to submit a post-mortem analysis of my undergraduate education.

Thank you in advance for your cooperation in completing and returning the questionnaire. As in the past, please do not hesitate to call me if there is any way the Department of History and Political Science can be of assistance to you.

Sincerely,

Peter Gregg Slater

Peter Gregg Slater
Chairperson/Professor

Enc.
PGS:jv

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ADDITIONAL QUESTIONS SECTION

Instructions

Please record your answers to the following questions in the appropriate boxes provided in the ADDITIONAL QUESTIONS SECTION of the questionnaire.

28. Mercy College offers courses at a number of different locations. At which one of the following locations were you taking most of your course work? *Enter your response in box 28.*

    1 - Dobbs Ferry

    2 - Yorktown Heights

    3 - White Plains

    4 - Bronx

    5 - Yonkers

    6 - Peekskill

    7 - Other (please specify) _____

29. How far did you live from the campus/center? *Enter your response in box 29.*

    1 - Less than 1 mile

    2 - 1 to 3 miles

    3 - 4 to 6 miles

    4 - 7 to 9 miles

    5 - 10 to 12 miles

    6 - 13 to 15 miles

    7 - 16 to 18 miles

    8 - More than 18 miles

30. What was your final overall grade point average (GPA) at Mercy College? *Enter your response in box 30.*

    1 - 4.00 to 3.01

    2 - 3.00 to 2.01

    3 - 2.00 to 1.01

    4 - 1.00 or less

31. (a) Do you believe the courses you took in Histqry during your studies at Mercy College have been helpful to you? *Enter your response in box 31*

1 - Yes

2 - No

3 - Can't say

(b) If YES, please briefly explain how they have been useful.

_____

_____

_____

32. In terms of your experience with the History program at Mercy, how satisfied were you with the following areas: (Please mark your response for each area.)

Area	Can't say	Not at all	Some-what	Quite a bit	Very much	Note: *Enter your response in*
a. Quality of instruction	0	1	2	3	4	... box 32
b. Advising	0	1	2	3	4	... box 33
c. Faculty availability	0	1	2	3	4	... box 34
d. Courses offered	0	1	2	3	4	... box 35
e. Time courses offered	0	1	2	3	4	... box 36
f. Availability of the Chairperson	0	1	2	3	4	... box 37

33. (a) What was the most memorable course you took in History at Mercy College?

_____

_____

(b) Briefly explain why it was most memorable.

_____

_____

34. (a) What was the least satisfactory course you took in History at Mercy College?

_____

_____

34. (b) Briefly explain why it was.

35. (a) Describe <u>one</u> course you would like to see <u>added</u> to the History program curriculum.

36. What was the primary reason you chose History as your major at Mercy?

37. (a) What are <u>two things you liked most</u> about the History program at Mercy?

(b) What are the <u>two things you liked least</u> about the History program?

THANK YOU FOR YOUR HELP!

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May 5, 1983

Dear History Major:

You will find enclosed a questionnaire that is being sent by the Planning Office to all History majors. Part of this questionnaire contains standardized items applicable to Mercy College in general. In addition, there is a supplemental section which pertains to the History program in particular. As Chairperson of the History and Political Science Department, I would very much value having through the means of this questionnaire your frank opinion of how well the Department is serving you and in what ways we can improve. Our goal is to make the History and Political Science Department the best one in Westchester. Whatever help you can give us in this endeavor will be much appreciated.

Thank you in advance for your cooperation in completing and returning the questionnaire. As in the past, please do not hesitate to call me if there is any way the Department of History and Political Science can be of assistance to you.

Sincerely,

Peter Gregg Slater

Peter Gregg Slater
Chairperson/Professor

Enc.
PGS:jv

ADDITIONAL QUESTIONS SECTION

Instructions

- Please record your answers to the following questions in the appropriate boxes provided in the ADDITIONAL QUESTIONS SECTION of the questionnaire.

17. Mercy College offers courses at a number of different locations. At which one of the following locations are you taking most of your course work? *Enter your response in box 17.*

    1 - Dobbs Ferry

    2 - Yorktown Heights

    3 - White Plains

    4 - Bronx

    5 - Yonkers

    6 - Peekskill

    7 - Other (please specify) _____

18. How far do you live from the campus/center? *Enter your response in box 18.*

    1 - Less than 1 mile

    2 - 1 to 3 mile

    3 - 4 to 6 miles

    4 - 7 to 9 miles

    5 - 10 to 12 miles

    6 - 13 to 15 miles

    7 - 16 to 18 miles

    8 - More than 18 miles

19. What type of transportation do you usually use to get to the campus/center? *Enter your response in box 19.*

    1 - Personal car

    2 - Car pool

    3 - Bus

    4 - Train

    5 - Bicycle

    6 - Walk

    7 - Other (please specify) _____

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20. What type of instruction do you prefer the most? *Enter your response in box 20.*

1 - Lecture by the instructor

2 - Small group discussion

3 - Self-paced instruction in which you go at your own rate .

4 - Other (please specify) _____

_____

21. What is your present gross annual income? *Enter your response in box 21.*

1 - Under $7,000

2 - $7,000 to $11,999

3 - $12,000 to $16,999

4 - $17,000 to $21,999

5 - $22,000 to $26,999

6 - $27,000 and over

22. Which of the following "term" lengths are you currently registered for? *Enter your response in box 22.*

1 - Eight-week

2 - Sixteen-week

3 - Both eight and sixteen weeks

23. Is there some major program of study not offered by Mercy that you would like to see introduced? _____

_____

24. From your experience at Mercy College, what two things would you say Mercy College is <u>doing well</u> as a college and two things it is <u>not doing well</u>.

Doing Well: _____

_____

_____

Not Doing Well: _____

_____

_____

BEST COPY AVAILABLE

25. (a) Do you believe the courses you took in History during your studies at Mercy College have been helpful to you? *Enter your response in box 23.*

1 - Yes

2 - No

3 - Can't say

(b) If Yes, please briefly explain how they have been useful.

_____

_____

_____

26. (a) In your mind, what was the most memorable course you took in History at Mercy College? _____

_____

(b) Briefly explain why it was most memorable. _____

_____

_____

27. In terms of your experience with the History program at Mercy, how satisfied were you with the following areas: (Please check your response for each area.)

Area	Can't say	Not at all	Some-what	Quite a bit	Very much	Note: *Enter your response in*
a. Quality of instruction	0	1	2	3	4	... box 24
b. Advising	0	1	2	3	4	... box 25
c. Faculty availability	0	1	2	3	4	... box 26
d. Courses offered	0	1	2	3	4	... box 27
e. Time courses offered	0	1	2	3	4	... box 28
f. Availability of the Chairperson	0	1	2	3	4	... box 29

28. What was the primary reason you chose History as your major at Mercy?

_____

_____

29. (a) What are two things you liked most about the History program at Mercy?

_____

_____

_____

(b) What are the two things you liked least about the History program?

_____

_____

_____

30. Overall how would you rate the History program at Mercy College? *Enter your response in box 30.*

1 - Excellent

2 - Good

3 - Fair

4 - Poor

THANK YOU FOR YOUR HELP!

Appendix 6

Student (Course) Evaluation Questionnaire
Teaching Observation Report

MERCY COLLEGE
DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

INSTRUCTIONS FOR STUDENT EVALUATION QUESTIONNAIRE

COURSE NUMBER _____ TITLE _____

LOCATION _____ TERM AND YEAR _____

NUMBER ENROLLED _____ INSTRUCTOR _____

Dear FACULTY MEMBER:

In order to obtain student feedback on teaching for the benefit of both the Department and the individual instructor, the enclosed questionnaires are distributed each term to students in selected courses in our Department. After the completed questionnaires have been examined by the Chairperson and/or the Deans, they will be returned to you to use as you see fit.

Please fill in the information at the top of the page and then give this instruction sheet and the questionnaires to a Student Monitor, to be selected by yourself. Allow the class about ten minutes to complete the questionnaires.

Thank you for your assistance.

Peter G. Slater
Chairperson
Department of History and Political Science

Dear STUDENT MONITOR:

Your cooperation in this effort to improve teaching at Mercy College is greatly appreciated.

Your task is simply to distribute the questionnaires during the time period allowed for their completion by the instructor; to make sure that they are all picked up; and to return the completed questionnaires, along with any extra ones, to me by placing them in the pre-addressed envelope and sending it through the intra-campus mail. If you do not know where this mail drop is, simply ask the administrative offices.

Please fill in the information below and return this form with the rest of the material in the envelope.

Peter G. Slater
Chairperson
Department of History and Political Science

NAME OF STUDENT MONITOR _____

NUMBER OF QUESTIONNAIRES COLLECTED _____

MERCY COLLEGE
DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

STUDENT EVALUATION QUESTIONNAIRE

The purpose of this questionnaire is to supply our Department with information that will be of use in assessing faculty, and to help the individual instructor in the improvement of his or her teaching. The information you supply is confidential. You are NOT to give your name.

Thank you for your assistance.

COURSE NUMBER _____ TITLE _____

TERM AND YEAR _____ INSTRUCTOR _____

YOUR MAJOR _____ YEARS OF COLLEGE COMPLETED _____

GRADE POINT AVERAGE _____ GRADE EXPECTED IN THIS COURSE _____

On the following items, fill in the blank space with the number that best indicates your instructor's effectiveness as compared to other teachers you have had. Please be fair: giving this teacher a higher or lower rating than he or she deserves benefits no one.

1 = POOR 2 = BELOW AVERAGE 3 = AVERAGE 4 = GOOD 5 = EXCELLENT

---

1. The instructor's knowledge of the subject is..... _____
2. The instructor's ability to explain course material is..... _____
3. The organization of each class is..... _____
4. The overall organization of the course is..... _____
5. The instructor's ability to make classes interesting is..... _____
6. The instructor's concern with the student's understanding of the subject matter is..... _____
7. The instructor's response to student questions is..... _____
8. The instructor's patience with differing viewpoints is..... _____
9. The instructor's construction of examinations based on the course material is..... _____
10. The instructor's evaluation of papers and examinations is..... _____
11. The required readings are..... _____
12. The instructor's overall performance as a teacher is..... _____

Please use the back of this sheet to comment upon any aspects of this course which you especially liked or disliked -- readings, papers, exams, lectures, discussions, classroom atmosphere, etc. Suggest any improvements that can be instituted in future classes.

_____
(Filing Designation)

TEACHING OBSERVATION REPORT

INSTRUCTOR _____ TITLE _____

OBSERVER _____ TITLE _____

SCHOOL _____ DEPARTMENT _____

Date _____ Course and Section _____

_____ Site _____ Duration of visit _____

A. GENERAL ASPECTS

(1) Number of students present _____ (2) Did students sit in front row seats? _____

(3) Work covered in observed portion _____

(4) Basic format _____

(5) Use made of blackboard: (not used) (poor) (below average) (average) (good) (excellent)

(6) Other audio-visual materials? (If yes, describe) _____

_____

B. CLASS PRESENTATION: DELIVERY

(1) Use made of notes _____

_____

(2) Was tempo of speech appropriate? _____

(3) Smooth or awkward speech patterns? _____

_____

(4) Was voice clear? _____ (5) Volume level _____

(6) Was voice varied in inflection? _____

(7) Good eye contact? _____

(8) Nature of facial expressions _____

(9) Any movement? _____

(10) Other comments on CLASS PRESENTATION: DELIVERY _____

_____

_____

C. CLASS PRESENTATION: CONTENT

(1) Breadth of instructor's knowledge was: (poor) (below average) (average) (good) (excellent)

(2) Accuracy of information and procedures was:
(poor) (below average) (average) (good) (excellent)

(3) Organization of instructor's remarks was:
(poor) (below average) (average) (good) (excellent)

(4) Instructor covered the material (too slowly) (at a suitable pace) (too quickly)

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_____
(Filing Designation)

(C. CLASS PRESENTATION: CONTENT, cont.)

(5) Clarity of explanation was: (poor) (below average) (average) (good) (excellent)

(6) Was terminology defined? _____

(7) Were key concepts and methods emphasized and repeated? _____

(8) Was classroom work related to the textbooks? _____

TREATMENT OF NON-TECHNICAL MATERIAL (If Applicable)

(9) Proportion of details was: (too few) (a sufficient amount) (too many)

(10) Proportion of generalizations was: (too few) (a sufficient amount) (too many)

(11) Was presentation too simplified or too complex? _____

_____

TREATMENT OF TECHNICAL MATERIAL (If Applicable)

(12) Was sufficient use made of illustrative problems, cases, or examples? _____

(13) Were the problems, cases, or examples well-chosen? _____

_____

(14) In working through problems, cases or examples, were both the overall processes and the intermediate phases clear? _____

_____

(15) Did the instructor point out where students were likely to make errors? _____

(16) Other comments on CLASS PRESENTATION: CONTENT _____

_____

_____

D. INSTRUCTOR - STUDENT INTERACTION

QUESTION AND ANSWER FORMATS (If Applicable)

(1) Attitude of instructor towards student questions _____

(2) Were instructor's answers satisfactory? _____

(3) Were students addressed by name? _____ (4) Did instructor pose questions? _____

(5) Were instructor's questions well-chosen? _____

(6) Extent of student participation _____

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_____
(Filing Designation)

(D. INSTRUCTOR - STUDENT INTERACTION, cont.)

STRUCTURED DISCUSSION FORMATS (If Applicable)

(7) Were discussions fragmentary? _____ (8) Or sustained class response? _____

(9) Did students talk only with instructor? _____ (10) Or also with each other? _____

(11) Were students addressed by name? _____ (12) Were instructor's questions well-chosen? _____

(13) Were initial questions followed-up? _____

(14) Were student responses played off against one another? _____

(15) Did instructor highlight and sum up? _____

(16) Overall quality of discussions was: (poor) (below average) (average) (good) (excellent)

(17) Extent of student participation _____

LABORATORY/STUDIO/WORKSHOP/STUDENT PERFORMANCE FORMATS (If Applicable)

(18) Did instructor give clear directions on what students were to do? _____

_____

(19) Were physical arrangements efficient and safe? _____

_____

(20) Did instructor carefully monitor student activities? _____

(21) Was criticism balanced and constructive? _____

_____

(22) Was instructor able to adapt to unexpected situations? _____

_____

(23) Other comments on INSTRUCTOR - STUDENT INTERACTION _____

_____

_____

E. STUDENT RESPONSE

(1) Did students take notes? _____

(2) Most students seemed: (to often be confused) (to generally understand)

(3) Most students seemed: (very bored) (somewhat bored) (uninterested) (somewhat uninterested) (very interested)

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_____
(Filing Designation)

(E. STUDENT RESPONSE, cont.)

(4) Was instructor aware of degree of student comprehension and interest? _____

_____

(5) Other comments on STUDENT RESPONSE _____

_____

_____

F. OVERALL ASSESSMENT

(1) Preparation of instructor was: (poor) (below average) (average) (good) (excellent)

(2) Organization of class as a whole was: (poor) (below average) (average) (good) (excellent)

(3) Teaching Style (circle any major characteristics):

Nervous Relaxed Confident Dogmatic Tolerant Intimidating Cold Sarcastic
Warm Friendly Serious Humorous Silly Formal Informal Bored Enthusiastic
Energetic Low Key Reserved Mechanical Spontaneous Dramatic Conversational
(Other major characteristics): _____

G. ADDITIONAL COMMENTS (Attach extra pages if necessary)

_____

_____

_____

_____

H. SUGGESTIONS (Attach extra pages if necessary)

_____

_____

_____

_____

SIGNATURE OF OBSERVER _____ Date _____

.....

INSTRUCTOR: Please sign below to show that you have received a copy of this report. If you believe the report to be inaccurate, you have the right to file a dissenting statement. Return the original and retain the copy.

SIGNATURE OF INSTRUCTOR _____ Date _____

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